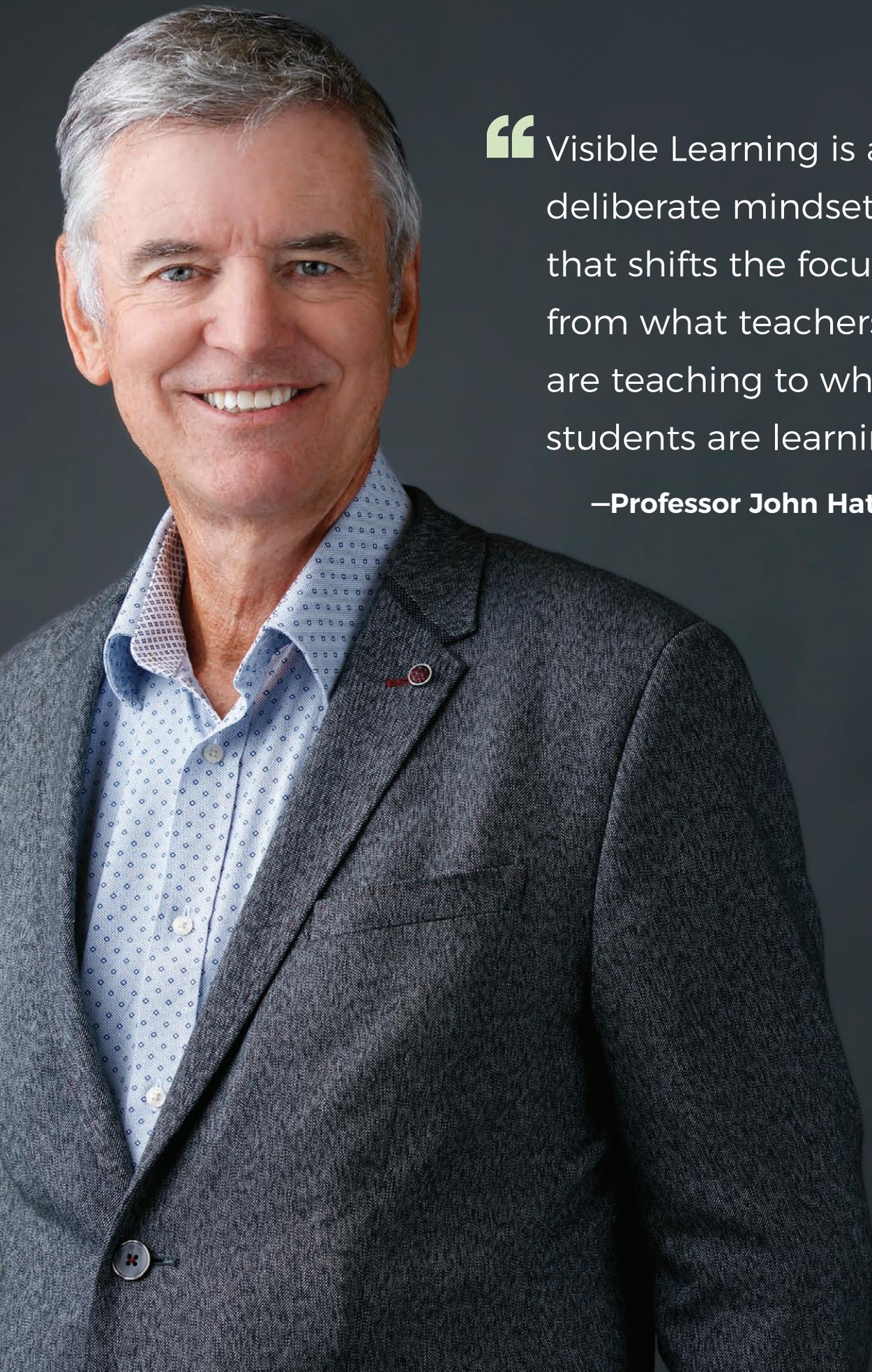


Powerful Professional Learning

Created in Partnership with
Professor John Hattie





“ Visible Learning is a deliberate mindset that shifts the focus from what teachers are teaching to what students are learning. ”

—Professor John Hattie

What is Visible Learning+ professional learning?

Accelerate student learning by focusing on what works best

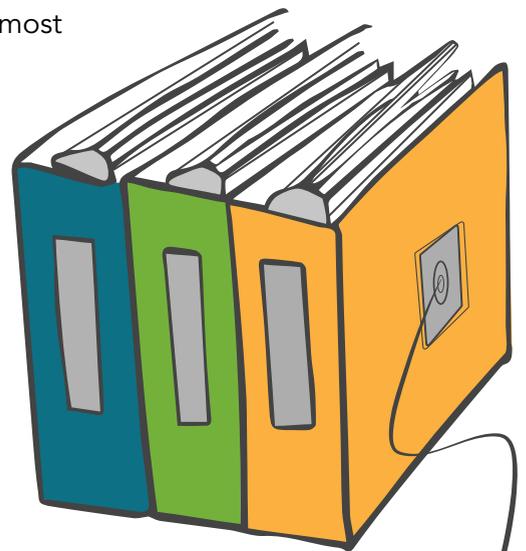
What if school improvement planning efforts were directly tied to a change process and paired with customised professional learning that included continual coaching and mentoring as well as built-in evidence-gathering to prove the impact of the change?

That's the thinking behind the development of Visible Learning+. Based on the Visible Learning® research of Professor John Hattie, it is a practical approach that puts his findings into practice and enables schools and districts around the world to effectively implement the core findings of the research. The result is a sustainable improvement process that connects to district initiatives, addresses specific school needs, and grows from the bottom up to ensure continuous buy-in from teachers and school leaders.

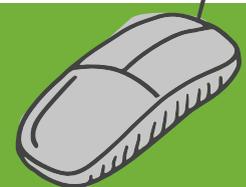
The research behind the professional learning

The Visible Learning research is the world's largest evidence base on what works best in schools to accelerate student learning. The power of the research lies in helping educators understand, measure, and evaluate the impact they can have on student growth and achievement.

Visible Learning Meta^x offers unparalleled access to the most up-to-date Visible Learning research, interpretations, and analyses—making it possible to understand the research and adapt it to your particular context.



See the research database
at visiblelearningmetax.com



What makes Visible Learning+ so powerful?

The power behind Visible Learning+ lies in the process of implementation and the mindset shifts that occur when thinking about learning in a whole new way. These concepts and overarching themes fuel the impactful change that Visible Learning+ brings to schools and systems.

1. Key Themes

To help schools use the research to impact practice, there are several key themes that provide a lens through which to measure impact. These themes are woven throughout the impact cycle and professional learning sessions and provide a backbone for evaluation and learning.



2. The Impact Cycle

Schools engage in a continuous process of self-evaluation to determine focus and decision-making. This evidence-based cycle of inquiry has five distinct stages.



3. Mindframes

One of the most important influences on student achievement is how leaders and teachers think about learning. These ten ways of thinking—or “mindframes”—underpin actions taken in schools in order to accelerate achievement.



Align, build, and accelerate with the School Impact Process

Designed to enhance the capability of school leaders and teachers, the Visible Learning+ School Impact Process combines professional learning and assessment tools to provide a long-term, sustainable solution to accelerate student learning and increase schoolwide achievement. Connect and harmonise existing school and system initiatives, build internal capacity, and harness the collaborative energy of educators with the School Impact Process.



Visible Learning+ School Awards

School Awards recognise the progress as well as the achievement of schools and individuals that have made the commitment to implement the Visible Learning+ School Impact Process, use Visible Learning principles in their daily work, and systematically embed them at all levels within the school.

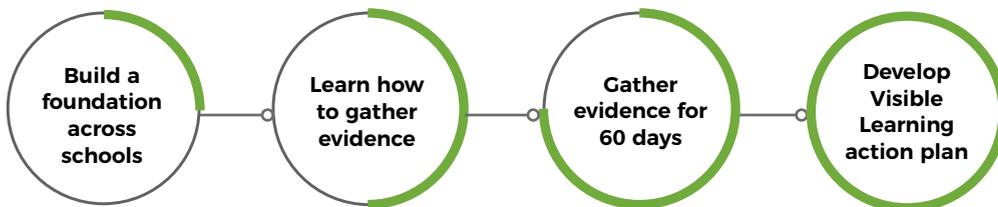


For more information on School Awards, visit au.corwin.com/visiblelearningschoolawards

Rather than a one-day workshop or a one-size-fits-all solution, the School Impact Process is a three-year evidence-based system improvement process. Through ongoing cycles of evidence-gathering and knowledge-building, educators can focus on the practices that maximise their time, energy, resources, and impact.

Establish Your Baseline

Begin your journey by building foundational knowledge of John Hattie’s research with the Visible Learning+ **Foundation Series** professional learning.



Support Your Visible Learning Action Plan

The **Impact Series** professional learning helps you master the practices that create the biggest gains in achievement by focusing on the areas of greatest need.



Maintain Momentum and Sustainability

Impact Coaches build capacity within to maintain momentum and sustainability of the Visible Learning+ process.

School impact **Evidence-Gathering Tools** establish baseline data against which progress can be measured.



School Impact Outcomes

LEADERS

Enhanced visibility into school performance and improved decision making based on evidence.

TEACHERS

Adaptive experts who teach based on a clear understanding of what works best for raising student achievement.

STUDENTS

Students demonstrate increased attendance, engagement, retention, progress, and achievement.

For a sample annual roadmap of what the School Impact Process might look like in your school, contact us by visiting au.corwin.com/visiblelearning or reach out to your Education Improvement Advisor by clicking [HERE](#).

Foundation Series | Professional Learning



Designed to develop a cycle of inquiry and knowledge-building into your school professional learning process, the Foundation Series will help you focus your time, energy, and resources on what is having the greatest impact on your students' learning.

Build a foundation

During this series of three professional learning sessions, you will engage with the high-impact practices from the Visible Learning research and learn how to collect evidence of the extent to which these practices are present in your school or classroom. You will then collect data from within your school or classroom for 60 days and create an action plan for your first impact cycle.

Professional learning sessions

Foundation Day

Leaders and teachers are provided with an overview of the Visible Learning research and what makes significant impact on student learning.

For leaders:

Evidence Into Action 1

Develop a plan to collect evidence at your school.

Evidence Into Action 2

Analyse your evidence and develop an action plan for your school.

Evidence Into Action 3

Review progress and analyse new and updated data. Plan and create an updated action plan to ensure ongoing improvements.

For teachers:

Visible Learning Into Action 1

Develop a plan to collect evidence in your classroom.

Visible Learning Into Action 2

Analyse your evidence and develop an action plan for your classroom.

Visible Learning Into Action 3

Review progress and analyse new and updated data. Plan and create an updated action plan to ensure ongoing improvements.

Outcomes

Student and teacher learning becomes visible so you can see what is and isn't working and focus your time on what works best to accelerate learning.





The Impact Series is a collection of electives designed to enhance school capability around the key Visible Learning themes so teachers can have the greatest impact on students' learning.

Enhance school capability of high-impact practices

After you have taken the Foundation Series and collected evidence about what your school needs to focus on, schools select one or more of the Impact Series electives to support the initiatives determined in their professional learning action plan.

Professional learning sessions

● **Developing Visible Learners**

Dive deep into the research that relates to student ownership of learning in order to develop visible learners in the classroom.

● **Making Learning Visible Through Learning Intentions and Success Criteria**

Learn about why teacher clarity is important and how creating and using quality learning intentions and success criteria contributes to teacher clarity.

● **Feedback That Makes Learning Visible**

Learn about effective feedback and how to give, receive and act on feedback.

● **Mindframes for Success**

Engage with the tools and resources that help you evaluate and monitor your mindframes.

● **Designing Learning Using SOLO Taxonomy**

Design assessments, quality learning intentions and success criteria and aligned learning experiences using SOLO taxonomy.

● **How Students Learn: High Impact Strategies**

Learn how to apply a learning model to develop the skill, will and thrill of learners and what strategies work best at the surface, deep and transfer phases of learning.

Outcomes

Teachers will be able to design quality learning and assessment, embed high-impact practices in their classrooms, give, receive and act on effective feedback, understand the mindframes that have high impact on student learning, evaluate impact and ultimately develop assessment-capable learners.





How do you know that your time, energy, and resources are focused on what works best? Throughout your Visible Learning journey your school will learn to use various assessment tools to identify key areas of improvement. These evidence-gathering tools measure the actual and perceived extent to which high-impact practices are present in your school as well as the underpinning beliefs that have a dramatic effect on student learning and achievement. The results from these assessments are then used to help you identify the key elements to focus on for a completely customised professional learning action plan.

Measure growth

These tools are all used during the Foundation Series to help you establish your baseline, and then are administered once a year during the School Impact Process.

Tools and Assessments

School Capability Assessment

In-school consultant visit

- Determine the extent to which high-impact practices are present in your school.
- A certified Visible Learning+ consultant will collect your data and present an unbiased, written baseline report to help you track progress and measure growth.
- Occurring during the same time the school is going through the Foundation Series, and then once a year after that.

Mindframes Survey

Questionnaire for staff

- As part of the School Capability Assessment, measure the extent to which the attitudes, dispositions, and beliefs of teachers and school leaders are aligned with the ten powerful mindframes that John Hattie's research indicates are associated with accelerated student outcomes.
- Occurring during the same time the school is going through the Foundation Series, and then once a year after that.

School Matrix

Self-evaluation questionnaire

- As part of the School Capability Assessment, determine the extent to which you believe high-impact practices and the five key Visible Learning themes are present in your school and professional learning plan. This data can then be used to determine actual vs. perceived impact when combined with the School Capability Assessment.
- Occurring during the same time the school is going through the Foundation Series, and then once a year after that.





Ensure that growth and effective changes are embedded in your school for long-term sustainability by training key champions from your school to become what we call Impact Coaches.

Build school and system capability

During the School Impact Process, Impact Coaches experience the three sessions below.

Professional learning sessions

Impact Coach Day 1

Impact coaches will focus on building shared understandings of the purpose of coaching, a model to support coaching and the mindframes needed to be an effective coach. Learning about and using coaching skills as well as creating action plans for next steps is a key aspect of this workshop.

Impact Coach Day 2

During this second Impact Coach session, coaches will further develop knowledge, concepts and skills as an impact coach so they can work effectively alongside colleagues in making learning visible in their practice. The day will focus specifically on using the DIIE (Diagnose, Intervention, Implementation, Evaluation) model to support coaching.

Impact Coach Day 3

In this final Impact Coach session, impact coaches review the evidence of impact to date, whilst continuing to build knowledge and skills in effective coaching. Coaches also plan ways of scaling up success in order to continue to build the school's internal capacity to support deep implementation of making learning visible across their school.

Outcomes

These coaches ensure rigorous and ongoing evaluation after consultants have left as they support leaders and teachers as they collect and analyse evidence and implement Visible Learning practices.



Visible Learning for Mathematics and Literacy

Use the Right Approach at the Right Time to Accelerate Student Learning

Discover the mathematics and literacy practices that ensure students demonstrate more than a year's worth of growth for every year spent in school. In **Visible Learning for Mathematics** and **Visible Learning for Literacy**, acclaimed educators assert it's not about which one - it's knowing WHEN these practices are best leveraged to maximise impact on EVERY student's progress.

This series is designed to:

- Provide clarity of the three phases of learning- surface, deep and transfer
- Develop skills in selecting key mathematics / literacy strategies that work best at each phase of learning
- Demonstrate practical ways of implementing mathematics / literacy strategies at the surface, deep and transfer levels of learning
- Build knowledge and confidence to use multiple mathematics / literacy strategies
- Deepen mathematics / literacy understanding and practice to maximise impact on every student's progress and achievement

Visible Learning for Mathematics

Visible Learning for Mathematics 1: Intentional Instruction and Meaningful Tasks

This learning experience focuses on how using the right approach at the right time helps you more intentionally design classroom experiences that address the surface, deep, and transfer phases of learning.

Visible Learning for Mathematics 2: Rigour, Collaboration and Purposeful Talk

This learning experience focuses on practical approaches for rich mathematical talk and the role of collaboration in mathematics learning. Participants will consider the Australian Curriculum Mathematics Proficiencies through the lens of surface, deep and transfer learning.

Visible Learning for Mathematics 3 & 4: Strengthening Your Mathematics Practices

These next two learning experiences are designed to provide experiences that can be adapted to your context and preferences.

Their purpose are to deepen understanding, knowledge and skills and support educators to further embed the key components of Visible Learning for Mathematics into their practice.

Visible Learning for Literacy

Visible Learning for Literacy 1: The Right Literacy Approach at the Right Time

This learning experience focuses on Visible Learning research; its connections to surface, deep, and transfer learning as it relates to literacy; the best literacy strategies to use in each stage of learning; and the tools for measuring your impact on student learning.

Visible Learning for Literacy 2: Approaches for Deep Learning

Once students have consolidated surface learning, teachers can encourage learners to plan, investigate, and elaborate on their learning. This will nurture deep learning.

Visible Learning for Literacy 3 & 4: Strengthening Your Literacy Practices

These next two learning experiences are designed to provide experiences that can be adapted to your context and preferences.

Their purpose are to deepen understanding, knowledge and skills and support educators to further embed the key components of Visible Learning for Literacy into their practice.

To find out more about:

- Visible Learning for Mathematics, [CLICK HERE](#)
- Visible Learning for Literacy, [CLICK HERE](#)



Stories of *Impact*



“ So humbling to see these students so engaged in their learning, and talking about it - this is VL in action. ”
—Professor John Hattie
at St. Bernards Primary School, VIC

“ This has been an amazing opportunity, to start over with a real sense of focus on student learning. It has been great to see students shifting their learnings from a risky adventure to personal journey over which they have increasing control. ”
—Leadership Team
Quorn Area School, SA

“ I now know that it's all about students' learning and now I know a plethora of ways to make sure that every lesson my students have learned something whether it be before the lesson, during the lesson or after the lesson. And I never would have learned that if I hadn't: (a) become a teacher here and (b) undertaken Corwin [professional learning]. ”
—Teacher
Quirindi High School, NSW

“ As a result of classroom observations, we found that 80% of our K-12 students knew the learning intentions and success criteria of the lesson being taught. Prior to Visible Learning+, I am not sure that we would have made 20%! ”
—Principal
Oxley College, NSW

“ It's nice to know what we are doing and why we are doing it. We also have goals and they are up on the wall to remind us. We get to change them when we meet our goals. I also have a chance to improve each piece of writing with our class criterion scale. I also set myself goals based on this criteria. ”
—Year 6 Student
Quorn Area School, SA

“ Reframing our thinking at a whole school level and classroom level to 'focus more on the learner and learning rather than the teaching', has required a big shift in mindset and our evidence tells us that we are now being highly successful in doing this. ”
—Principal
Aubin Grove Primary School, WA

Professional Learning

THROUGH BLENDED LEARNING

Synchronous live virtual workshop with consultant



Asynchronous 6-hour self-paced online course with consultant support



Face to face workshop with consultant



Created in Partnership with Professor John Hattie

Visible Learning+™ translates the research of Professor John Hattie into a practical roadmap for implementation in the classroom and school-wide. Rather than a one-day workshop or a one-size fits-all solution, the School Impact Process is a three-year evidence-based system/school wide improvement process. Through ongoing cycles of evidence-gathering and knowledge-building, educators can focus on the practices that maximise their time, energy, resources, and impact.

We are pleased to offer online self-paced courses, face to face or live virtual workshops to suit your school's needs. No matter what medium your learning is through, the content covered is the same, offering flexibility in how you engage with the professional learning.

Engage in face-to-face one day workshops, select from our Synchronous Video Conferencing options or engage in Asynchronous, consultant facilitated 6-hour online courses completed over an agreed number of weeks.

Delivery Options for Blended Learning

There are multiple professional learning options you can choose, which include:

- Face-to-face (**F2F**) one day workshops
- Synchronous video conferencing (**SVC**)
- Asynchronous 6-hour self-paced online courses with consultant support (**A6C**)

Three-Year School Impact Model Instance (can be customised for each school)

YEAR 1	
Delivery Options	
Foundations of Visible Learning (whole staff)	✓ F2F ✓ SVC ✓ A6C
Evidence into Action 1 (school leaders)	✓ F2F ✓ SVC
Impact Coach 1 (impact coaches/ instructional leaders)	✓ F2F ✓ SVC
Evidence into Action 2 (school leaders)	✓ F2F ✓ SVC
Impact Series: e.g. Developing Visible Learners (whole staff)	✓ F2F ✓ SVC ✓ A6C
Evaluation: School Capability Assessment- school visit Time 1	✓ F2F ✓ SVC ✓ A6C
Mindframe Survey Time 1	Virtual link

YEAR 2	
Delivery Options	
Impact Series: e.g. Making Learning Visible: Learning Intentions and Success Criteria (whole staff)	✓ F2F ✓ SVC ✓ A6C
Impact Coach 2 (impact coaches/ instructional leaders)	✓ F2F ✓ SVC
Evidence into Action 3 (school leaders)	✓ F2F ✓ SVC
Impact Series: e.g. How Students Learn or SOLO Taxonomy or Feedback That Makes Learning Visible (whole staff)	✓ F2F ✓ SVC ✓ A6C
Evaluation: School Capability Assessment- school visit Time 2	✓ F2F ✓ SVC
Mindframe Survey Time 2	Virtual link

YEAR 3	
Delivery Options	
Impact Series or Foundation Series: e.g. Visible Learning into Action for Teachers (VLAT)1 (whole staff) (2-3months before VLAT Day 2)	✓ F2F ✓ SVC ✓ A6C
Impact Coach 3 (impact coaches/ instructional leaders)	✓ F2F ✓ SVC
Leadership into Action (school leaders)	✓ F2F ✓ SVC
Impact Series or Foundation Series: e.g. Visible Learning into Action for Teachers (VLAT) 2	✓ F2F ✓ SVC
Evaluation: School Capability Assessment- school visit Time 3	✓ F2F ✓ SVC
Mindframe Survey Time 3	Virtual link

What does it take to create schools where all students are learning—not by chance, but by design?

Professional learning is successful if—and only if—it has a measurable impact on student learning. **Corwin's Visible Learning+ School Impact Process** approaches professional learning with a focus on evidence-based practices and implementation support for long-term success for all learners.



Understand what works

Build a common understanding and language of learning across school around what works (and what doesn't) to accelerate learning and monitor progress.

Develop your PD plan with experts

Bring in the leading minds to help you formulate a PD plan for long-term, measurable growth and collaboration amongst team members.



Collect and analyse your evidence

Understand where you are now in implementing high-impact practices so you can chart where you want to go and how to get there.

Ready to get started?

CLICK HERE and our Education Improvement Advisors will get in touch with you.