

Alignment of Classroom Profiling to John Hattie's Visible Learning



The following table seeks to link the research of John Hattie's *Visible Learning* (2009) to the key elements of the **Classroom Profiling** training and the **Essential Skills for Classroom Management**. Within the explanations are a number of direct quotes from the book or subsequent interviews with Hattie as he attempts to clarify the specific meaning of his influences.

The key to this research is it demonstrates the large effect sizes of a positive classroom not on behaviour data but on **achievement data**.

Influence	Effect Size	Explanation
Teacher Credibility	0.90	Hattie states that "If a teacher is not perceived as credible, the students just turn off." He goes on to mention that it relates to perceived teacher trust in students (positive atmosphere/relationships), teacher movements around room by removing barriers, developing a speaking style that has few verbal hesitations such as "you know" or "OK".
Micro-teaching	0.81	
Feedback	0.75	
Teacher Clarity	0.75	"One of the themes of this book is the how important it is for the teacher to communicate the intentions of the lessons and the notions of what success means for these intentions"
Student-Teacher Relationships	0.72	Cornelius-White (2007) notes "In classes with person-centred teachers, there is more engagement, more respect of self and others, there are fewer resistant behaviours, there is greater non-directivity, and there are higher achievement outcomes."
Classroom Behavioural	0.68	
Teaching Strategies	0.62	Marzano (1998) concludes that "the effective teacher is one who have clear instructional goals"
Classroom cohesion	0.53	
Peer Influences	0.53	Mapping supportive non-disruptive positive student behaviours
Classroom Management	0.52	
Professional Development	0.51	Effects are highest... "on teacher knowledge and behaviour [when]: observation of actual classroom methods, microteaching, video/audio feedback and practice"
Decreasing Disruptive Behaviours	0.34*	*0.34 is an average of effects which range from 0.29 for cognitive behaviour therapy to 1.09 for behavioural consultation. "Targeting classroom disruptions via a behavioural approach is most efficacious."