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The above quotes are all taken from Professor John Hattie's seminal textbook 'Visible Learning for Teachers' (2011) and illustrate how the Diamond lesson plan links to academic evidence-based good practice. The Professional Standards for Teachers 2014+ direct teachers to, "*draw on relevant research as part of evidence-based research*".

# Evidence-based practice

In 1999 Professor John Hattie presented a paper entitled *'Influences on Student Learning'* as the subject of his inaugural lecture as Professor of Education, Auckland University. His paper summarised the conclusions of thousands of peer-assessed research projects into the most effective strategies to promote learning and prompted a focus on 'evidence-based' practice i.e. what works. Hattie is now the Director of Educational Research at the University of Melbourne and he has since expanded his research and published a detailed analysis of 'what works and why' in his books *Visible Learning 2009*, *Visible Learning for Teachers 2011* and more recently in 2013 *'Visible learning and the science of how we learn'*. All three books should be on the shelf of every teacher and as illustrated overleaf some of the key 'evidence-based' strategies are promoted by the nine steps of the Diamond Lesson Plan.

## The Diamond Lesson Plan involves five aspects of evidence-based good practice

### Applied knowledge

- Great teachers are alert to each individual's entry standards. They apply their knowledge to move each learner from surface to deep understanding. They employ multiple modes of explanation and varied resources and they plan for *'how to learn'* rather than *'what to learn'*. Their focus is not on 'covering' the curriculum but 'understanding' the curriculum'.

### Active engagement

Great teachers build a 'learning dialogue' whereby every answer is respected within a warm *'it's OK to be wrong'* climate. A mixture of individual, paired and group activities permit all to explore new learning, to raise questions and to help each other to learn.

### Timely feedback

Great teachers plan for feedback and use learner feedback to guide lesson planning. They closely monitor progress mindful of Piaget's hierarchy applying Assessment for Learning techniques. No one is in any doubt how to improve and all receive appropriate stretch and challenge.

### Passionate belief

- Great teachers display their passion for their subjects and learning and inspire their learners. They share their belief that all can at least pass by applying effort. Ability is not fixed but changeable.

### Challenging targets

- Great teachers challenge every learner to step ahead with targets just in front of their current achievement. They rapidly intervene when targets are missed and offer one to one support. They promote self assessment against clear marking criteria and for learners to set their own targets.