



UNIVERSITATEA DIN BUCUREȘTI

JOHN HATTIE

Doctor Honoris Causa

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JOHN HATTIE
DOCTOR HONORIS CAUSA





Laudatio | John Hattie

Povestea care face diferența

Stimate domnule Președinte al Senatului,
Stimate domnule Președinte al Consiliului de Orientare și Analiză
Strategică,
Dragă John,
Dragi colegi,
Doamnelor și domnilor,

Este o mare onoare pentru mine să vă urez bun venit la Facultatea de Psihologie și Științele Educației din cadrul Universității din București pentru evenimentul de astăzi, în cadrul căruia îi acordăm titlul de Doctor *Honoris Causa* Profesorului Emerit John Hattie de la Universitatea din Melbourne. Astăzi nu recunoaștem doar un universitar remarcabil, ci și un vizionar care a modelat profund înțelegerea noastră asupra educației și învățării.

Contribuția lui John Hattie la domeniul cercetării educaționale se întinde pe mai mult de cinci decenii. Este imposibil de supraestimat modul în care munca sa a revoluționat nu doar felul în care gândim despre predare, ci și modul în care abordăm rezultatele învățării în sălile de clasă din întreaga lume. Ceea ce iese în evidență cu adevărat în munca lui John este modul în care aceasta construiește o punte între cercetarea academică și aplicarea practică. Constatările sale nu rămân în abstract, ci sunt aplicate zilnic în școli, influențând atât politicile, cât și practicile educaționale.

Un element definitoriu al cercetării lui John este narațiunea pe care o țese în jurul datelor – pentru John nu sunt doar datele, ci „povestea care face diferența”. Acest aspect narativ este clar încă din primele pagini ale lucrării sale revoluționare, *Visible Learning*, unde scrie:

„Această carte unică și revoluționară sintetizează peste 800 de meta-analize legate de influențele asupra realizărilor elevilor de

vârsta școlară. Construiește o poveste despre puterea profesorilor și a feedback-ului și elaborează un model de învățare și înțelegere.”

Această filozofie, potrivit căreia educația nu este doar despre fapte și cifre, ci despre povești umane, a fost un ghid în munca lui John. Astăzi, voi încerca și eu să spun o poveste nu doar despre puterea transformatoare a datelor educaționale, ci despre persoana din spatele acestei lucrări incredibile: John Hattie.

Născut în 1950 în Timaru, Noua Zeelandă, călătoria lui John a început departe de instituțiile prestigioase și influența globală pe care o deține astăzi. Drumul său l-a purtat de la profesor de liceu în orașul său natal, la a deveni una dintre cele mai respectate voci în cercetarea educațională globală. După ce și-a finalizat studiile în Noua Zeelandă, a urmat un doctorat la Universitatea din Toronto, susținându-și teza în 1981. De acolo, cariera sa academică s-a derulat în cinci universități din Canada, SUA, Australia și Noua Zeelandă, unde a ocupat funcții de conducere, a coordonat școli și a modelat gândirea educațională.

Pe parcursul acestei cariere prolifică, cercetările lui John au fost transformatoare în multe domenii. Munca sa pe meta-analize a oferit comunității educaționale o înțelegere riguroasă, bazată pe dovezi, despre ceea ce determină cu adevărat învățarea elevilor. De-a lungul anilor, a sintetizat cercetări din peste 1600 de meta-analize, cuprinzând mai mult de 300 de milioane de elevi, o amploare fără egal în cercetarea educațională. Proiectul său de referință, *Visible Learning*, a fost descris de *Times Educational Supplement* drept „Sfântul Graal al predării” și continuă să fie cea mai cuprinzătoare analiză a factorilor care influențează rezultatele învățării la nivel global.

În plus, John a scris 62 de cărți și numeroase articole care servesc drept texte fundamentale pentru educatori și factorii de decizie. *Visible Learning for Teachers* și *Visible Learning into Action* sunt doar câteva dintre lucrările care au tradus cercetările complexe în strategii practice care pot fi implementate în sălile de clasă. Cartea sa *The Politics*

of *Distraction* explorează modul în care forțele politice pot devia atenția de la practicile bazate pe dovezi în educație - încă o dovadă a angajamentului său de a se asigura că învățarea rămâne în centrul politicilor educaționale.

Nu este însă doar numărul impresionant de 62 de cărți, 588 de articole de jurnal și peste 800 de lucrări prezentate la conferințe ceea ce definește moștenirea lui John, ci și modul în care se asigură că munca sa ajunge dincolo de mediul academic. Angajamentul său pentru accesibilitate este fără egal. În fiecare an, oferă sute de interviuri presei din întreaga lume, asigurându-se că descoperirile sale informează nu doar cercetătorii, ci și educatorii, factorii de decizie politică și publicul larg.

Această implicare i-a adus recunoaștere binemeritată, inclusiv Ordinul de Merit al Noii Zeelande și doctorate onorifice de la Institutul de Educație din Londra și Universitatea din Augsburg. Cu toate acestea, succesul său academic a fost întotdeauna echilibrat cu o dedicare personală față de familie și comunitate. Pauzele în publicarea lucrărilor sale după nașterea fiecăruia dintre cei trei copii ai săi reflectă angajamentul său ca tată. Pe lângă cariera sa academică, a fost antrenor și arbitru de cricket, întruchipând un echilibru între viața profesională și cea personală pe care toți îl putem admira.

Acum să ne îndreptăm atenția către cea mai influentă contribuție a sa – cercetările sale care au schimbat modul în care vedem educația în sine. Așa cum John a remarcat, aproape orice încercare în educație poate funcționa, dar unele metode funcționează mult mai bine decât altele. Magia adevărată nu constă doar în dimensiunile efectului în sine, ci în modul în care acestea interacționează. Cercetările sale au necesitat decenii de dedicație pentru a descoperi aceste relații subtile, dar profunde.

Contribuțiile lui John la înțelegerea feedback-ului în educație au fost deosebit de revoluționare. Cercetările sale au demonstrat că feedback-ul este printre cele mai puternice influențe asupra realizărilor elevilor,

un insight cheie care a schimbat practicile în sălile de clasă din întreaga lume. Focalizându-se pe buclele de feedback între profesori și elevi, John a evidențiat modul în care evaluarea poate fi transformată dintr-un instrument sumativ într-un proces formativ, continuu, care promovează o învățare mai profundă.

Deși au existat unele critici, niciun alt model alternativ nu a apărut care să rivalizeze cu cercetările clare și bine fundamentate ale lui John privind ceea ce face cu adevărat diferența în educație. Munca sa ne-a oferit o hartă pentru îmbunătățirea performanței elevilor, de la dimensiunea claselor la rolul feedback-ului. Nu este vorba doar despre implicarea în dezbateri academice, ci despre asigurarea că aceste insight-uri se reflectă în sălile de clasă din întreaga lume. De aceea a scris *Visible Learning for Teachers*, transformând cercetarea în ghiduri practice pe care educatorii le pot aplica.

Dintre cele opt cadre de gândire pentru predare eficientă pe care le propune, două se remarcă: că predarea este mai mult despre învățare decât despre simpla livrare a conținutului și că educatorii trebuie să-și evalueze continuu propriul impact asupra rezultatelor elevilor. După cum spune adesea, educatorii trebuie să treacă de la transferul de cunoștințe la co-producerea învățării. Cercetările sale stau la baza programului *Visible Learning*, care este implementat acum în peste 10.000 de școli din întreaga lume.

Munca lui John ne-a dus de la o înțelegere vagă că „totul funcționează” în educație la o înțelegere mult mai profundă a ceea ce determină cu adevărat succesul elevilor. Această înțelegere este cea care determină schimbarea, modelează politicile și formează următoarea generație de educatori.

Cred cu tărie că învățarea este o stare de spirit, o dispoziție care modelează gândirea și comportamentul nostru; învățarea este lentila prin care vedem, înțelegem și schimbăm lumea. Conceptul lui John de „cadre de gândire” (*mind frames*) subliniază că educatorii eficienți cultivă un mediu de învățare în care elevii sunt implicați activ în

procesul de învățare în calitate de co-creatori ai cunoașterii. Atunci când elevii adoptă o mentalitate de creștere – văzând învățarea ca pe o călătorie continuă – sunt mai predispuși să reușească atât academic, cât și personal. Munca sa arată că învățarea înseamnă la fel de mult să dezvoltăm atitudinile și dispozițiile corecte, pe cât înseamnă predarea conținutului.

Însă povestea pe care John a început să o spună este departe de a se încheia. Cercetările sale au deschis uși către noi întrebări, iar influența sa continuă să crească. Suntem norocoși să-l avem alături de noi astăzi, contribuind la dezvoltarea educației românești prin implicarea sa cu profesioniști locali.

În încheiere, vreau să exprim către John recunoștința mea profundă pentru că a împărtășit povestea sa cu noi și sunt convins că lucrul împreună început cu facultatea noastră va continua să scrie noi capitole importante în anii ce vor urma. Această poveste continuă, cu accent pe aplicarea în lumea reală, este ceea ce va face diferența – nu doar în cercetare, ci și în viața elevilor de pretutindeni.

Vă mulțumesc.

Prof. Dr. Lucian CIOLAN

Profesor de Politici și Cercetare în Educație
Facultatea de Psihologie și Științele Educației
Universitatea din București

The story that makes a difference

Dear President of the Senate,
Dear President of the Board of Trustees,
Dear John,
Dear colleagues,
Ladies and gentlemen,

It is my great honor to welcome you all to the Faculty of Psychology and Educational Sciences of the University of Bucharest for today's celebration, as we award the honorary doctorate to Laureate Professor Emeritus John Hattie from the University of Melbourne. Today, we are not just recognizing a remarkable academic, but a visionary who has profoundly shaped our understanding of education and learning.

John Hattie's contribution to the field of educational research spans over five decades. It is impossible to overstate how his work has revolutionized both the way we think about teaching and how we approach learning outcomes in classrooms worldwide. What truly stands out about John's work is how it bridges the gap between academic research and practical application. His findings do not sit in the abstract but are applied every day in schools, influencing both policy and practice.

A defining element of John's research is the narrative he weaves around data—because for John, it's not just the data, it's the story that makes the difference. This storytelling aspect is clear from the very first pages of his ground-breaking work, *Visible Learning*, where he writes:

“This unique and ground-breaking book synthesizes over 800 meta-analyses relating to influences on achievement in school-aged students. It builds a story about the power of teachers and feedback and constructs a model of learning and understanding.”

This philosophy, that education is not just about facts and figures but about human stories, has been a guiding light in John's work. Today,

I too will try to tell a story, not just about the transformative power of educational data, but about the person behind this incredible body of work: John Hattie.

Born in 1950 in Timaru, New Zealand, John's journey began far from the prestigious institutions and the global influence he commands today. His path took him from being a high school teacher in his hometown to becoming one of the most respected voices in global educational research. After completing his education in New Zealand, he pursued a doctorate at the University of Toronto, defending his thesis in 1981. From there, his academic career spanned five universities across Canada, the USA, Australia, and New Zealand, where he took on leadership roles, headed schools, and shaped educational thought.

Throughout this prolific career, John's research has been transformative in many areas. His work on meta-analyses has provided the educational community with a rigorous, evidence-based understanding of what truly drives student learning. Over the years, he has synthesized research from over **2,500 meta-analyses**, encompassing **more than 300 million students**, a scale unmatched in educational research. His landmark project, *Visible Learning*, was described by the *Times Educational Supplement* as "**teaching's holy grail**", and it continues to be the most comprehensive analysis of what impacts learning outcomes globally.

Moreover, John has authored 78 books and numerous articles that serve as foundational texts for educators and policymakers alike. *Visible Learning for Teachers* and *Visible Learning into Action* are just a few of the works that have translated complex research into practical strategies that can be implemented in classrooms. His book *The Politics of Distraction* delves into how political forces can divert attention from evidence-based practices in education, another testament to his commitment to ensuring that learning remains at the heart of educational policy.

However, it is not just the impressive number of 78 books, 672 journal articles, and over 800 conference papers that defines John’s legacy, but how he ensures his work reaches beyond academia. His commitment to accessibility is unmatched. Every year, he gives hundreds of interviews to media outlets worldwide, ensuring that his findings inform not just researchers but educators, policymakers, and the public.

This outreach has earned him well-deserved recognition, including the New Zealand Order of Merit and honorary doctorates from the Institute of Education in London and the University of Augsburg. But his academic success has always been balanced with personal dedication to family and community. His pauses in publication output after the birth of each of his three children reflect his commitment as a father, and now as a grand father of 7. Alongside his academic career, he has been a cricket coach and umpire, embodying a balance between professional and personal life that we can all admire.

Now, let’s turn our attention to his most influential work—his research that changed how we see education itself. As John has noted, nearly everything we try in education can work, but some methods work far better than others. The true magic lies not in the effect sizes themselves, but in how they interact. His research took decades of dedication to uncover these subtle yet profound relationships.

John’s contributions to the understanding of feedback in education have been particularly groundbreaking. His research has demonstrated that **feedback is among the most powerful influences on student achievement**, a key insight that has reshaped classroom practices across the world. By focusing on feedback loops between teachers and students, John has highlighted how assessment can be transformed from a summative tool to a formative, ongoing process that fosters deeper learning.

Despite critics here and there, no alternative model has emerged to rival John’s clear and grounded research on what truly makes a difference

in education. His work has given us a roadmap for improving student achievement, from class size to the role of feedback. It's not just about engaging in academic debates but ensuring these insights are reflected in classrooms worldwide. That is why he wrote *Visible Learning for Teachers*, turning research into practical guidelines that educators can apply.

Among the eight mind frames for effective teaching that he proposes, two stand out: that teaching is more about learning than simply delivering content, and that educators must continually evaluate their own impact on student outcomes. As he often says, educators must move from transferring knowledge to *co-producing* learning. His research underpins the *Visible Learning* program, which is now implemented in over 10,000 schools across the globe.

John's work has taken us from a vague understanding that "everything works" in education to a much deeper comprehension of what *really* drives student success. It's this understanding that is driving change, shaping policies, and training the next generation of educators.

I strongly believe that learning is a state of mind, a disposition that shapes our cognition and behavior; learning is lenses through which we see, understand, and change the world. John's concept of "mind frames" emphasizes that effective educators foster a learning environment where students are actively engaged in the learning process, as co-creators of knowledge. When students adopt a growth mindset – viewing learning as an ongoing journey – they are more likely to succeed academically and personally. His work shows that learning is as much about fostering the right attitudes and dispositions as it is about teaching content.

But the story John has started telling is far from over. His research has opened doors to new questions, and his influence continues to grow. We are fortunate to have him here with us today, contributing to the development of Romanian education through his engagement with local professionals.

In closing, I want to express my deep gratitude to John for sharing his story with us, and I am confident that the collaborative work between him and our faculty will continue to write new and impactful chapters in the years ahead. This ongoing story, with its focus on real-world application, is what will make a difference – not just in research, but in the lives of students everywhere.

Thank you.

Prof.dr. Lucian CIOLAN,
Profesor of Education Policy and Research
Faculty of Psychology and Educational Sciences,
University of Bucharest



Response at Laudatio | John Hattie

**Domnule Președinte al Senatului,
Domnule Președinte al Consiliului de Orientare și Analiză,
Domnule Profesor Lucian Ciolan,
Stimați colegi, doamnelor și domnilor,**

Este o mare onoare să primesc acest titlu de *Doctor Honoris Causa* din partea Universității din București. A fi recunoscut de colegii tăi este una dintre cele mai înalte distincții pe care le poți primi, iar să mă alătur rândurilor unor destinatari anteriori, precum Jean Piaget, Jacques Cousteau, Jacques Chirac, Orhan Pamuk, Thomas Nagel și Daniel Dennett, este cu adevărat o onoare copleșitoare. Sunt, de asemenea, încântat să fiu al doilea australian care primește această distincție, urmând pașii lui Peter Singer.

Doresc să-mi exprim aprecierea pentru cuvintele calde ale colegului meu, profesorul Lucian Ciolan. În calitatea sa de prorector al acestei universități prestigioase și viitor Secretar General al Asociațiilor Europene de Cercetare Educațională, precum și traducător al cărții mele „Visible Learning” în limba română, dovediți o expertiză remarcabilă. Traducerea lucrării mele nu este o sarcină ușoară, dar cunoștințele dumneavoastră profunde în psihologia educațională, școli, politici și cercetare ne fac suflete înrudite.

Ați subliniat pe bună dreptate că munca mea este ghidată de o credință centrală: „Povestea este cea care face diferența.”

Formarea mea este în psihometrie și, asemenea ție, Lucian, am predat cursuri despre metode de cercetare și statistici – genul de cursuri pe care toată lumea le iubește! Cariera mea în domeniul măsurării m-a dus printr-o varietate largă de domenii, de la școli și parcuri naționale la Forțele Marine ale Statelor Unite, explorând subiecte precum unidimensionalitatea, modelele de răspuns la itemi și analiza factorială pe trei dimensiuni. Am avut onoarea de a servi ca președinte al Comisiei

Internaționale de Testare, o poziție ocupată și de prietenul meu, Dragoș Iliescu. Împreună, Noua Zeelandă și România pot cuceri lumea!

Sunt deosebit de mândru de rolul meu în dezvoltarea sistemului național de evaluare pentru școlile primare și secundare din Noua Zeelandă. La baza acestui sistem se află tehnici avansate de măsurare, precum programarea liniară, metoda “bookmarking” și estimări cu 1-3 parametri, dar, mai important, am contribuit la dezvoltarea unui nou domeniu în măsurare – raportarea scorurilor. Acesta este un sistem voluntar, iar după 24 de ani, majoritatea profesorilor din Noua Zeelandă aleg în continuare să îl folosească – dovedind că măsurătorile pot fi atât valoroase și sustenabile, cât și bine primite.

Cu toate acestea, munca mea legată de „Visible Learning” este, probabil, mai bine cunoscută. Această călătorie a început cu explorarea metodei meta-analizei, o metodă statistică pentru recenzarea literaturii. Pe măsură ce m-am cufundat în acest domeniu, am devenit captivat de întrebarea: punem noi oare întrebările corecte?

Am fost frapat de faptul că toți cei implicați – cercetători, profesori, factori de decizie politică, părinți și elevi – susțineau că știu ce funcționează cel mai bine în educație, dar opiniile lor erau extrem de diferite. Pur și simplu adevărul nu putea fi atât de aleatoriu. Deși profesorii valorizează autonomia în predare, știm din propria noastră experiență ca elevi că nu toți profesorii au același impact. Există o variabilitate considerabilă în eficiența lor.

Astfel, am început să mut atenția de la întrebarea „Ce funcționează?” la „Ce funcționează cel mai bine?”. De la a întreba cum sunt eficienți profesorii individuali, la cum sunt eficienți profesorii care colaborează, se critică și dezbat împreună. De la întrebarea „Ce este predarea eficientă?” la „Care este impactul predării?”.

Cunoaște-ți impactul. Educatorii care intră în sala de clasă cu această mentalitate – întrebându-se continuu ce impact are predarea lor – sunt

cei care fac cea mai mare diferență. Nu este vorba despre metodele de predare, structura clasei sau chiar despre caracteristicile elevilor. Este vorba despre profesori care se reunesc pentru a analiza critic impactul lor. Și când fac asta, elevii obțin cele mai mari progrese, chiar dacă nu sunt prezenți la aceste discuții.

De la publicarea cărții „Visible Learning” în 2008, viața mea s-a schimbat dramatic. Cărțile s-au vândut în milioane de exemplare, iar eu am avut oportunitatea de a călători în întreaga lume – totul pentru că mă concentrez pe excelența pe care o văd în școli. Prea des ne fixăm pe aspectele negative și pe eșecuri, dar eu cred că ar trebui să ne întrebăm: Cum putem extinde excelența care ne înconjoară?

Programul „Visible Learning” este acum implementat în zeci de mii de școli din întreaga lume, inclusiv aici, în România, datorită eforturilor Lilianei Romaniuc.

Alături de numeroasele cărți pe care le-am scris, am onoarea de a avea cei mai buni critici din lume. Critica este esența vieții academice. Deși acum trăiesc în Australia, în țara mea natală, Noua Zeelandă, universitățile sunt legal obligate să servească drept „critici și conștiința societății.” Am primit critici, reinterpretări și chiar atacuri, și am învățat foarte multe din aceste critici. Da, unii uită că criticile ar trebui să vizeze ideile, nu persoanele.

Succesul în mediul academic nu se măsoară prin numărul de publicații, indicii h sau statutul unei universități, ci prin numărul de „săgeți” în spate. Cel puțin cu critica, nu ești ignorat, și am beneficiat de multe dintre criticile primite. De exemplu, unul dintre cei mai mari critici ai mei din Danemarca și cu mine am scris împreună o carte despre diferențele dintre ideile noastre.

Atât timp cât voi putea, voi continua să explorez mai profund acest domeniu. Așa cum a subliniat profesorul Ciolan, sunt concentrat în mod special pe feedback: nu doar pe beneficiile sale, ci și pe costurile sale.

Feedbackul eficient este acela care este auzit, înțeles și aplicat. Cheia nu constă doar în ceea ce fac profesorii, ci în modul în care gândesc despre ceea ce fac – și acest tip de gândire evaluativă este crucial.

Permiteți-mi să închei cu un mesaj pentru colegii mei cercetători și profesori universitari. Salariile noastre și resursele sunt în mare parte finanțate din bani publici, așa că avem o obligație reciprocă de a servi publicul. Trebuie să vorbim mai mult despre expertiza noastră, să învățăm cum să ne comunicăm pasiunea și să ne implicăm în dezvoltarea politicilor. În ultimii nouă ani, am fost președinte al unei agenții federale din Australia, care supraveghează calitatea profesorilor, a liderilor și a educației inițiale a profesorilor. Nu a fost ușor, dar a fost extraordinar de incitant. Să te întâlnești cu factori de decizie politică și politicieni și să te asiguri că au povestea corectă ca bază a politicilor lor, că au problemele corecte pe masă, să rămâi curios și chiar să devii mai curios, să înveți să ascuți și să primești critica cu brațele deschise și să te concentrezi pe impactul politicilor lor. Prea des avem politici grozave, dar acestea nu sunt implementate – astfel, extinderea excelenței rămâne cea mai mare enigmă în educație – atât în școli, cât și în universități.

Am avut o viață academică binecuvântată și vă încurajez pe toți să vă cunoașteți impactul, să rămâneți curioși și tot mai curioși, să construiți povești bazate pe dovezi, să criticați ideile și nu oamenii și să protejați rolul universităților ca „critici și conștiința societății.”

Vă mulțumesc încă o dată pentru această mare onoare.

**President of the Senate,
President of the Board of Trustees,
Professor Lucian Ciolan,
Colleagues, Ladies and Gentlemen,**

It is a great honor to accept this Honorary doctorate from the University of Bucharest. To be recognized by one's peers is among the highest accolades one can receive, and to join the ranks of previous recipients such as Jean Piaget, Jacques Cousteau, Jacques Chirac, Orhan Pamuk, Thomas Nagel, and Daniel Dennett is truly humbling. I am also delighted to be the second Australian to receive this honor, following in the footsteps of Peter Singer.

I want to express my appreciation for the kind words from my colleague, Professor Lucian Ciolan. As Vice-Rector of this prestigious university and incoming Secretary General of the European Educational Research Associations, as well as the translator of my book *Visible Learning* into Romanian, you demonstrate remarkable expertise. Translating my work is no small task, but your deep knowledge of educational psychology, schools, policy, and research makes us kindred spirits.

You rightly pointed out that my work is guided by a core belief: "It is the story that makes the difference."

My background is in psychometrics, and like you, Lucian, I have taught courses on research methods and statistics – the kinds of courses everyone loves! My career in measurement has taken me across a wide variety of fields, from schools and national parks to the US Marines, exploring topics like unidimensionality, item response models, and three-mode factor analysis. I was honored to serve as President of the International Testing Commission, a position also held by my friend, Dragoş Iliescu. Together, New Zealand and Romania can take on the world!

I take particular pride in my role in developing New Zealand's national assessment scheme for primary and secondary schools. Underlying

this system are advanced measurement techniques such as linear programming, bookmarking, and 1-3 parameter estimation, but more critically we helped develop a new domain of measurement - score reporting. It is a voluntary system, and 24 years later, the majority of New Zealand teachers still choose to use it – proving that measurement can be both valuable, sustainable, and welcomed.

However, my work on *Visible Learning* is perhaps more widely known. This journey began with my exploration of meta-analysis, a statistical method for reviewing literature. As I delved into it, I became captivated by asking: *Are we asking the right questions?*

I was struck by the fact that everyone – academics, teachers, policymakers, parents, and students – claimed to know what worked best in education, yet their opinions differed dramatically. It simply couldn't be this random. While educators value autonomy in their teaching, we know from our own experiences as students that not all teachers have the same impact. There's a wide variability in their effectiveness.

So, I began to shift the focus from *What Works* to *What Works Best*. From asking how individual teachers are effective to how teachers who collaborate, critique, and debate together are effective. From asking *What is effective teaching?* to *What is the impact of teaching?*

Know thy impact. Educators who walk into the classroom with this mindset – continually asking what impact their teaching is having – are those who make the greatest difference. It's not about teaching methods, classroom structure, or even student attributes. It's about teachers coming together to critique their impact. And when they do, students make the greatest gains, even though they aren't present for these discussions.

Since the publication of *Visible Learning* in 2008, my life has changed dramatically. The books have sold millions of copies, and I've had the opportunity to travel the world – all because I focus on the excellence

I see in schools. Too often, we fixate on the negatives and the failures, but I believe we should be asking: *How do we scale up the excellence that is all around us?*

The *Visible Learning* program is now implemented in tens of thousands of schools worldwide, including here in Romania, thanks to the efforts of Liliana Romaniuc.

Alongside the many books I've written, I'm honored to have the best critics in the world. Criticism is the lifeblood of academia. While I now live in Australia, in my home country of New Zealand, universities are legally mandated to serve as the "critics and conscience of society." I've faced criticism, reinterpretation, and even attacks, and I've learned a great deal from these critiques. Yes, some forget that critiques should target ideas, not individuals.

Success in academic is less measured by the number of publications, h-indices, the status on one's university but by the number of arrows in one's back. At least with criticism, one is not ignored, and I have profited from many of the criticisms. For example, one of my biggest critics from Denmark and I have written a book together about our differences.

As long as I can, I will continue delving deeper into the story. As Professor Ciolan noted, I'm particularly focused on feedback: not only its benefits but its costs. Effective feedback is feedback that is heard, understood, and acted upon. The key isn't just what teachers do, but how they *think* about what they do – and this evaluative thinking is crucial.

Let me close with a message to my fellow academics. Our salaries and resources are largely funded by public money, so we have a reciprocal obligation to serve the public. We need to talk more about our expertise, learn how to communicate our passion, and get involved in policy development. Over the last nine years, I have served as Chair of

the Australian Federal Agency, which oversees the quality of teachers, leaders, and initial teacher education. It was not easy, but wow was it exciting. To meet with policy makers and politicians and ensure they have the right story as the basis of their policies, have the right problems on the table, remain curious and curiouser, learn to listen and welcome critique, and focus on the impact of their policies. Too often, however, we have great policies, but they are not implemented – so this scaling up of excellence remains the greatest conundrum in education – in schools and in universities.

I have had a blessed academic life, and I encourage you all to *Know Thy Impact*, to stay curious and curiouser, to craft evidence-based stories, to critique ideas and not people, and safeguard the role of universities as the critics and conscience of society.

Thank you once again for this great honor.



Curriculum vitae | John Hattie

JOHN A.C. HATTIE

Melbourne Laureate Professor Emeritus, University of Melbourne

Co-director, Hattie Family Foundation

Chair of the Board of the Australian Institute for Teachers and School Leaders

MAILING ADDRESS:

Melbourne Graduate School of Education

100 Leicester Street

University of Melbourne, Carlton, Victoria

Australia, 3010

Email: jhattie@unimelb.edu.au

Place of Birth: Timaru, New Zealand

Health: Excellent

Citizenship: New Zealand, Australia

By the NUMBERS

- 50 years as academic at 5 universities
- Head of School for 16 years (5 years UWA, 5 years UNC, 6 years UoA)
- Deputy/ Associate Dean for 12 years (10 years UoM, 2 years UWA)
- Taught 40 courses (Statistics = 12, Research methods = 10, Measurement = 8, Psychology = 4, Other = 6,)
- Served on 100 university committees = 301 years of service
- Served on 64 non-university committees = 206 years of service
- Served on 31 Editorial Boards of Journals = 272 years of service
- Reviewed for 118 different Journals
- 30 awards + 3 Honorary doctorates
- Supervised 218 theses to completion: 88 Masters + 130 doctorates
- 60+ supervised students became academics
- 81 grants totalling \$58m+
- 1464 publications = 588 Journal articles + 816 conference papers + 62 books
- Citations = 76,586, h-index = 92
- 86 Translations across 14 books into 29 languages (Arabic, Azerbaijani, Chinese, Czechoslovak, Danish, Dutch, Estonian, French, German, Hebrew, Italian, Japanese, Korean, Lithuanian, Mexico, Norwegian, Polish, Portuguese, Romanian, Russian, Serbian, Slovenia, Spanish, Swedish, Turkish)
- >3m books sold
- 380 co-authors to papers, conferences, and books
- Conferences presented in 23 countries (Australia = 203, NZ =124, USA = 66, UK = 26, Malaysia = 16, Hong Kong = 9, Greece = 7, Germany = 7, Canada

= 6 Netherlands = 5, Spain = 5, Scotland = 5, Belgium = 4, Hungary = 2, and Austria, Cyprus, Estonia, Ireland, Lithuania, Norway, Philippines, Sweden, UAE = 1 each).

EDUCATION

- 2016 Honorary Doctor of Philosophy, University of Augsburg, Germany.
- 2015 Honorary Doctor of Letters, Institute of Education, London.
- 1981 Decision criteria for determining unidimensionality, PhD thesis, University of Toronto
- 1974-76 PhD coursework, University of Toronto
- 1974 Conditions for administering creativity tests, Master of Arts (First Class Honours), University of Otago
- 1972 Diploma in Teaching, NZ Department of Education
- 1971 Post-graduate Diploma in Arts, University of Otago
- 1971 An analysis of Mednick's Remote Associates Test, Diploma of Education, University of Otago
- 1970 Diploma of Dunedin Teachers' College (Distinction)
- 1970 Bachelor in Arts, University of Otago
- 1963-66 School Certificate, University Entrance, Timaru Boys' High School

PROFESSIONAL BACKGROUND

PREVIOUS POSITIONS

- 2020- Melbourne Laureate Professor Emeritus, University of Melbourne
- 2016-20 Laureate Professor, University of Melbourne
- 2014-23 Chair of Board of Australian Institute for Teaching and School Leadership
- 2016-20 Laureate Professor, University of Melbourne
- 2011-16 Professor, University of Melbourne
- 2017-18 Deputy Dean, Melbourne Graduate School of Education
- 2011-18 Director of the Melbourne Education Research Institute
- 2011-16 Professor, University of Melbourne.
- 2011-18 Associate Dean (Research), University of Melbourne, Australia
- 2013-16 Honorary Professor, University of Durham, England
- 2014-20 Co-Director, ARC Science of Learning Research Centre
- 2011-14 Honorary Professor University of Auckland, New Zealand
- 1998-11 Professor of Education, University of Auckland, New Zealand
- 1998-03 Head of School of Education, Professor of Education University of Auckland, New Zealand
- 1994-98 Professor and Chair of Educational Research Methodology,

- University of North Carolina at Greensboro
- 1994-98 Associate Director, Centre for Research and Evaluation, University of North Carolina at Greensboro
- 1994-98 Psychometric Advisor to National Council for Accrediting Teacher Education, Washington DC.
- 1985-94 Professor of Education Department of Education, The University of Western Australia
- 1993-94 Alternate Dean, Faculty of Education, The University of Western Australia
- 1989-94 Director of the Centre for Tertiary Education Studies, The University of Western Australia
- 1990-95 Chief External Examiner University of Hong Kong
- 1990-91 Distinguished Visiting Professor, University of Alberta, Edmonton
- 1990-91 Visiting Professor, University of Massachusetts, USA
- 1986-90 Professor, Head of Department of Education, The University of Western Australia
- 1987-89 Co-Director of the Centre for Tertiary Education Studies (with Michael Scriven), The University of Western Australia
- 1985 Consultant to the Government of Liberia and West African Examination Council, Liberia
- 1984-85 Associate Professor Centre for Behavioural Studies, University of New England, Armidale, NSW, Australia
- 1983-84 Visiting Professor, Department of Educational Psychology, University of Washington, Seattle, USA
- 1981-84 Senior Lecturer Centre for Behavioural Studies, University of New England
- 1977-80 Lecturer Centre for Behavioural Studies, University of New England
- 1976-77 Lecturer: Elements of Statistics, Ontario Institute for Studies in Education, Canada
- 1976 Research Assistant: Secondary/Post-Secondary Project (Director: Ross Traub), Ontario Institute for Studies in Education, Canada
- 1975-77 Research Assistant: Factor analysis (Director: R P McDonald, Ontario Institute for Studies in Education, Canada
- 1974-76 Research Assistant: Drug Behaviour (Director: J Hundleby), University of Guelph, Canada
- 1974-76 Research Assistant: Open schools (Director: Ross Traub), Ontario Institute for Studies in Education, Canada
- 1975-76 Lecturer in Descriptive Statistics and Matrix Algebra, Ontario Institute for Studies in Education, Canada

- 1974 Teacher of English, Music and Liberal Studies, Timaru Boys' High School New Zealand
- 1974 Part-time Lecturer: Special Education and Tests and Measurement
- 1973 Senior Tutor in Education University of Otago, New Zealand
- 1973 Lecturer, New Zealand Physiotherapy School, University of Otago, New Zealand
- 1972 Teacher (full-time) at Macandrew Intermediate School, Dunedin, New Zealand
- 1972 Lecturer in Educational Tests and Measurement, University of Otago, New Zealand
- 1971-72 Tutor in Education, University of Otago, New Zealand,

UNIVERSITY TEACHING

- 1993 UWA Supervisor of the Year
- 1994 UWA Innovative Teaching Award
- 2010 University of Auckland Supervisor of the Year,

UNIVERSITY OF MELBOURNE

- 2012-20 Instructional leadership

UNIVERSITY OF AUCKLAND

- 2004-11 Research Methods (774)
- 2003-05 Research Methods (380)
- 2000-06 Doctor of Education Portfolio papers
- 1999-02 Psychological Inquiry (778)
- 1998-11 Classroom Assessment (224/225)
- 1998-02 Mentor Teaching and Assessment (601)

UNIVERSITY OF NORTH CAROLINA

- 1994-98 Classical test theory (667)
- 1994-98 Structural Equation Modeling (687)
- 1994-98 Statistical Analyses (617)
- 1994-98 Practicum for ERM (696)
- 1994 Measurement in the Affective domain

UNIVERSITY OF WESTERN AUSTRALIA

(all with Graham Douglas or Michael Scriven)

- 1991-94 Masters Management Project
- 1990-94 Educational Psychology - Self-concept

1990-94 Research skills in teaching
1989-94 Planning for Theses
1988-94 Educational Measurement
1988-94 Quantitative Research Methods
1987-94 Educational Measurement
1987-94 Educational Statistics
1987-94 Educational Measurement
1987-94 Educational Statistics
1987-88 Educational Processes
1987-88 Modern Test Theory
1990 Research methods
1987-89 Hot Topics in Education
1987-89 Multivariate Analysis

UNIVERSITY OF NEW ENGLAND

1984-86 Psychometric Approaches to Research on Learning and Instruction
1984-86 Experimental Design and Statistical Interpretation for Educational Researchers
1984-86 Measurement and Evaluation
1982-86 Research Methods in Education
1981-83 Measurement, Evaluation & Research Design
1977-83 Introduction to Behavioural Research
1977-83 Multivariate Analysis in Educational Research, University of Washington
1985 Factor Analysis and Related Techniques
1984 Advanced Correlation Techniques
1984 Empirical Research Design

ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

UNIVERSITY OF TORONTO

1976-77 Elements of Statistics
1975-76 Descriptive Statistics

UNIVERSITY COMMITTEES

2022 Member of RAE MGSE Committee University of Melbourne
2021 Review of Doctor of Education coursework University of Melbourne
2018-20 Distinguished and Redmond Barry Professorial Committee, University of Melbourne
2017 Selection Committee for Dean of Education University of Melbourne

- 2017 Deputy Dean, University of Melbourne
- 2017 Chair, Workforce and Resources, University of Melbourne
- 2016 ATAR Selection Committee, University of Melbourne
- 2012 Pricing and Costings, University of Melbourne
- 2011-20 Alignment Committee, various search committees, Executive committee etc., University of Melbourne
- 2011,14 Woodward Medal Committee, University of Melbourne
- 2011-15 Committee of Research Deans, University of Melbourne
- 2007-11 Chair, Faculty Workload Committee, University of Auckland
- 2009-11 University Research Committee, University of Auckland
- 2009-11 University Information Technology Policies and Strategies Committee, University of Auckland
- 2009 Chair Selection of Professoriate, University of Auckland
- 2008 Chair Selection of Professoriate, University of Newcastle, NSW
- 2007-08 Faculty Management Committee, The University of Auckland
- 2007 Associate Professor Appointment Committee, The University of Auckland
- 2006-11 Robb Lecture Committee The University of Auckland
- 2006 Faculty Staffing Profile Committee, The University of Auckland
- 2006 TLD Promotions Committee, The University of Auckland
- 2005-08 Faculty Research Committee, The University of Auckland
- 2005-08 Chair of Faculty Workload Committee, The University of Auckland
- 2005-06 Epsom/Tamaki Working Group, The University of Auckland
- 2004 Dual Careers Pathways (Chair) The University of Auckland
- 2003-04 Institute of Educational Research Committee, University of Auckland/ Auckland College of Education
- 2003-04 Faculty of Education Design Committee, University of Auckland/ Auckland College of Education
- 2001-04 Institute of Education (UoA/ACE) University of Auckland/ Auckland College of Education
- 1999-01 Unitec Advisory Board for the Institute for Educational Leadership, Unitec, Auckland
- 2000 Framework for IT costing in the University The University of Auckland
- 2000 Staff Support Working Committee The University of Auckland
- 1999-02 Faculty of Arts Research Report on Publications, The University of Auckland
- 2000 Continuing Education Advisory Committee The University of Auckland

- 1999-02 University of Auckland Principals' Centre Advisory Committee
The University of Auckland
- 1999-02 Woolf Fisher Committee The University of Auckland
- 1999-00 University Quality Committee, The University of Auckland
- 1999-00 University Audit Committee, The University of Auckland
- 1999-00 Faculty Planning and Resources Committee, The University of
Auckland
- 1999-00 University Teaching and Learning sub-committee, The University
of Auckland
- 1999-00 Manukau Institute of Technology/School of Education Working
Party, The University of Auckland
- 1999-00 Northland Polytechnic/UoA Committee, The University of Auckland
- 1999-00 Faculty International Committee, The University of Auckland
- 1995-98 Teacher Education Awards Committee, The University of North
Carolina
- 1995-98 Chair, School Nominations Committee, The University of North
Carolina
- 1995-98 Alumni and Recruitment Committee, The University of North
Carolina
- 1995-98 Curriculum Committee, The University of North Carolina
- 1995-98 Personnel Committee, The University of North Carolina
- 1995-98 Evaluation of Teaching Committee The University of North Carolina
- 1995-98 Promotion and Tenure Review Committee The University of North
Carolina
- 1994-98 International Committee, School of Education, The University of
North Carolina
- 1994-98 Appeals against Assessment - University, The University of North
Carolina
- 1994-98 Educational Technology Committee, The University of North
Carolina
- 1994-98 School of Education Executive Group T, The University of North
Carolina
- 1993-94 Vice-Chancellor's Advisory Committee for preparing the University's
Quality Submission, The University of Western Australia
- 1993-94 Alternate Dean, Faculty of Education, The University of Western
Australia
- 1993-94 Deputy Head of Department of Education, The University of Western
Australia
- 1993-94 Review of the Cognitive Science Program, The University of Western

Australia

- 1993-94 VC's Selection committee for Head of Division of DECEL, The University of Western Australia
- 1993-94 Faculty of Education - Higher Degrees Committee, The University of Western Australia
- 1993-94 Deputy for Secondary Education Authority The University of Western Australia
- 1992-94 Committee for the Advancement of Computer Assisted Teaching and Learning, The University of Western Australia
- 1992-94 Deputy Chair, UWA Matriculation and Admissions Committee The University of Western Australia
- 1992-94 Chair, Wesley Foundation for Research on Literacy, The University of Western Australia
- 1992-94 Governing Board of the Doctor of Education, The University of Western Australia
- 1991-94 Founder and Chair of the Student Research Committee, The University of Western Australia
- 1991-94 Management Board, Centre for English as a Second Language, The University of Western Australia
- 1987-94 UWA Policy Board for Aboriginal Programs The University of Western Australia
- 1987-94 Board member of the Callaway Foundation for Music, The University of Western Australia
- 1987-93 UWA Matriculation and Admissions Committee, The University of Western Australia
- 1989-90 Western Australian Aboriginal Education Strategic Planning Group, The University of Western Australia
- 1989-91 University of Western Australia, Academic Council The University of Western Australia
- 1989-91 UWA Accommodation Committee The University of Western Australia
- 1989-91 UWA Staffing Committee The University of Western Australia
- 1989-91 UWA Committee for Science & Mathematics Review The University of Western Australia
- 1989-91 Sub-Committee of Research program on research allocation (AAA factor), The University of Western Australia
- 1988-90 Council of St Catherine's College - a residential college affiliated with UWA, The University of Western Australia

- 1988-90 Vice-Chancellor's Advisory Committee on Full Fees students, The University of Western Australia
- 1988-89 Working Party on Evaluation of Computing Courses in Secondary, Schools - Secondary Education Authority, The University of Western Australia
- 1988-89 Working Party on Language Competence in Schools - Secondary Education Authority, The University of Western Australia
- 1987-92 Executive member of the Wesley Foundation for Research on Literacy The University of Western Australia
- 1987-88 Tertiary Examination Steering Committee - Secondary Education Authority The University of Western Australia
- 1987-88 UWA Committee on Language Policy, The University of Western Australia
- 1987-88 UWA Working Party on Higher Degrees, The University of Western Australia
- 1987-88 Sub-Committee of Research program on research allocation (AAA factor), The University of Western Australia
- 1987-90 PhD Committee, The University of Western Australia
- 1987-90 Executive member of the Western Australian Institute for Educational Research, The University of Western Australia
- 1987-90 Faculty Higher Degrees Committee, The University of Western Australia
- 1987-90 Curriculum Advisory and Policy Committee - Secondary Education Authority, The University of Western Australia
- 1987-90 Executive member of the Western Australian Institute for Educational Research, The University of Western Australia
- 1987-89 Non-academic Training and Development Committee, The University of Western Australia
- 1987-90 Non-academic Advisory Committee, The University of Western Australia
- 1985-86 Academic Advisory Committee on Computers & Communication Policies, University of New England
- 1985-86 University Computer Users Group University of New England
- 1984-86 Higher Technology Co-ordinating Committee, University of New England
- 1984-86 University Computer Advisory Committee, University of New England
- 1982-86 Faculty of Education Standing Committee, University of New England
- 1979-86 Chairman: Teaching and Assessment Sub-Committee, University of New England

- 1980-86 Faculty of Education Safety Officer University of New England
- 1978-86 Teaching and Assessment Sub-Committee, University of New England
- 1976 Search Committee for MECA Chairperson, Ontario Institute for Studies in Education
- 1975 Research and Development Committee, Ontario Institute for Studies in Education
- 1976 Departmental Executive Committee, Ontario Institute for Studies in Education

FOUNDER OF

- Aboriginal Support Scheme, UWA (1987-94)
- Aboriginal Bridging Scheme, UWA (1987-94)
- Centre for English as a Second Language, UWA (1988-94)

PROFESSIONAL SERVICE

- 2023 Chief Academic Advisor, Corwin Publishers & Professional Learning
- 2023 Technical Advisor, Iready & Curriculum Associates US
- 2022 Advisor to Minister of Education, NSW, Rewarding Excellence in Teaching, NSW Government
- 2022-23 Human Potential (HP) Pro Tem Science Advisory Board, Singapore government
- 2021 Chair, Panel Review of 5th tranche of funding, Singapore NIE
- 2020- Menzies School Leader Fellowship Program Advisory, Melbourne
- 2018- Advisory Board, Evidence Based Institute, UK
- 2018-20 Advisor Legatum Institute, London, UK
- 2018-21 Saudi Arabia Ministerial Advisory Panel, Saudi Arabia
- 2017-18 ACT Ministerial Advisory Group ACT, Australia
- 2016-17 A curriculum for Wales: A curriculum for life - Curriculum and Assessment Group, Wales
- 2016- Chair, Research and Evaluation Committee Social Ventures Capital
- 2016-20 Board of Experts: Laboratory of International Assessment Studies International
- 2016-19 Encyclopaedia of Research Methods Editorial Board, Sage
- 2016-21 Chair, MoE Research Grants Higher Education, Singapore
- 2016-18 Minister of Education “Education State” Advisory Committee DEECD, Victoria.
- 2014 Board of International Centre for Teacher Voice and Aspirations (ICTVA), US based Trust

- 2015 Ambassador of the Centre for Research – CEIBAL Foundation, Uruguay
- 2014- Chair, Board of the Australian Institute for Teaching and Leadership Standards (AITLS), Federal Government appointment
- 2014 Chair Scientific Committee, ITC Conference, ITC, Spain.
- 2013-18 Advisory Board for the Centre of Educational Measurement, University of Durham
- 2010-12 President, International Test Commission, ITC
- 2010 Judge, NZ Publishers Book Awards Auckland
- 2010 Advisory Board, Handbook of Educational Psychology American Psychological Association
- 2012-14 International committee for organisation of ICT conference, Spain, 2014 International Test Commission
- 2010-12 Chair, International committee for organisation of ICT conference, Amsterdam, 2012, International Test Commission
- 2008-10 International committee for organisation of ICT conference, Hong Kong, 2010 International Test Commission
- 2010 Member of Ministerial Advisory Group re National Standards Cabinet, NZ Government
- 2009-10 NZTE steering Group for proposed Centre for Educational Excellence NZ Trade and Enterprise
- 2009-10 Invited member of Membership Committee, Division D, American Educational Research Association
- 2009-10 External member Centre for Psychometric Research University of Bergen, Norway
- 2009 Invited Senior Research Fellow of Centre for Assessment Research and Development, Hong Kong Institute of Education
- 2009 External consultant to Victorian Independent Principals on Trialling a Performance Pay model Victorian Independent Schools
- 2009-10 Editorial Board for 13 Vol. Encyclopaedia of the Sciences of Learning
- 2008-10 President Elect, International Test Commission
- 2008-11 Founding member, New Zealand Assessment Academy
- 2007-10 Chair, Sector Reference Group, PBRF for 2012, Tertiary Education Commission
- 2006 Member of Research Quantum Research Fund, Australian Government
- 2006-09 International Associate Member, Centre for the Study of Research Training and Impact, University of Newcastle (SORTI)
- 2006-12 Board Director, Cognition Education Trust

- 2008-12 Chair, Education Risk Committee, Cognition Education Trust
- 2006-12 Board Director, Cognition Education Limited
- 2005-12 Board member International Test Commission
- 2005-11 Member, Technical overview Group: Assessment (TOGA), NZ Qualifications Authority
- 2005-08 Marketing Committee/Publications Committee, International Test Commission
- 2005-07 Chief Moderator and Chair of Moderation Panel, PBRF, Tertiary Education Commission
- 2005-11 Member, Special Technical Advisory Group (STAG) NZ Qualifications Authority
- 2005 Along with R. Fletcher evaluated 5000 items for screening 11-12 year olds for New Zealand's Brainiest Kids, a 12 episode program on TV Two (TVNZ). TV Two (TVNZ)
- 2005 Expert advisor and TV panel member: "How Normal are You?" Involved devising 160 personality and attitude items, analyses of >8000 responses, and panel member of 11 TVNZ 1 programs. TVNZ 1 program
- 2004-07 Sector Reference Group for Reconsidering the PBRF Tertiary Education Commission
- 2004-06 Member advisory board of Te Kotahitanga Research Project (Director: Russell Bishop, Waikato University), University of Waikato
- 2003-4 Moderation Panel, PBRF Tertiary Education Commission
- 2004 Presentation to Vice-Chancellor's symposium to Auckland Principals University of Auckland
- 2004-11 Advisor to StarPath, An Equity proposal, University of Auckland.
- 2004-10 Member of Board of the International Test Commission
- 2003-04 Expert adviser, Test the Nation, The NZ IQ test., TV NZ1
- 2003-04 Advisor to Waikato Assessment Video: Assessment for Learning University of Waikato
- 2003-04 Chair of Convenor Committee of AARE/NZARE Joint Conference, Dec 2003, NZARE
- 2003-04 Chair Education Panel: Performance Based Research Funding, Tertiary Education Commission
- 2000 Reference group for the NZCER Learning Skills - Essential Skills Assessment, NZCER
- 2000-03 Board member of the NZ Association for Research in Education NZARE
- 1999-06 Member of National Advisory Group on Assessment Ministry of Education

- 1999-03 Executive member of NZARE, NZARE
- 1997 Expert witness, USA Federal Court, Eric V. vs. Johnston County. (Represented the National Association for the Advancement of Coloured People in a misuse of tests/grade retention case), NAACP
- 1997-98 Elected Board member of the North Carolina Association for Research in Education, NCARE
- 1994 Consultant to Ministerial Report on Rural Education, WA, WA Government
- 1993-94 Ministry of Education, WA, Reference Group on Outcomes, WA Government
- 1993-94 Ministry of Education Reference Group WA, on Monitoring Standards, WA Government
- 1992-94 Member of Australian College of Educational Administrators Accreditation Board, WA Government
- 1991-94 Mayer Reference Group, Ministry of Education, WA Government
- 1987-90 Training coordinator for the Australian Association for Research in Education, WA, AARE

AWARDS

- 2023 Australian Council of Education Leaders, Presidential award
- 2020 Marles Medal - recognises excellence in research impact, which may include an effect on, change or benefit to the economy, society, culture, public policy or services, health and wellbeing, the environment or quality of life beyond academia - University of Melbourne
- 2018 MGSE Research Excellence Award, University of Melbourne
- 2016 Honorary Doctor of Education, University of Augsburg, Germany
- 2016 AERA Outstanding Reviewer for Educational Researcher
- 2016 AERA Outstanding Reviewer for Review for Educational Research
- 2015 Laureate Professorial award, University of Melbourne
- 2015 AERA Outstanding Reviewer for Educational Researcher
- 2015 AERA Outstanding Reviewer for Review for Educational Research
- 2015 Honorary Doctorate, Institute of Education, London.
- 2015 Australian Psychological Association Distinguished Contribution to Psychological Education Award.
- 2014 AERA Outstanding Reviewer for Review for Educational Research
- 2014 Excellence in Evaluation: Best Evaluation Study Award: Evaluation of the Western Australian Independent Public Schools Initiative. Australasian Evaluation Society.

- 2011 Gold medal for contributions to the study of educational administration and leadership. Australian Council for Educational Leaders
- 2011 Fellow of the Australian Council for Educational Leaders
- 2011 New Zealand Order of New Zealand Merit. Queen's Birthday, Honours, for services to education
- 2011 Teschemaker Cup – award to “an outstanding Old Boy of Timaru Boys' High School”
- 2010 Hedley Beare Award for Writing in Education. Australian Council for Educational Leadership
- “For upholding the Object for which ACEL is established, to encourage discourse and research that advances educational leadership and growth of successful educational leaders via an unwavering ability to lead self, lead others, and lead organisations”*
- 2010 AERA Outstanding Reviewer for Educational Researcher
- 2010 University Teaching Award – for supervision
- 2009 AERA Outstanding Reviewer for Educational Researcher
- 2008 Elected Fellow, American Psychological Association
- 2008 Finalist, Auckland region Life time Volunteer Cricket Coach of the Year
- 2008 Patrons Shield for contributions to cricket.
- 2007 NZ Finalist in the International IMS Learning Impact Awards, Texas, USA.
- 2004 Secondary Principals' Association of New Zealand: Inaugural SPANZ Leadership in Education Award.
- “John is already an acknowledged scholar and leader in education both in NZ and internationally. His most recent work with the asTTle contract has given him a more immediate focus for us but the SPANZ committee have focused on the impact of his first major contribution to schools the research around Engagement in the Classroom. Few other pieces of research have impacted so much on the focus and direction of schools in the last decade. It has highlighted the importance of the teacher, focused on the quality of pre-service and in-service training and provided a platform for schools to build their staff development programmes. Few other pieces of research have made such an impact on schooling and in particular secondary schools in New Zealand”*
- 2004 Highly Commended, BearingPoint Awards for Innovation in Technology
- 2004 Highly Commended, BearingPoint Awards for Innovations in the Public Service
- 2003 Computerworld Excellence Award 2003 for Use of IT in Education, NZ

COMMUNITY ACTIVITIES

- 2009-11 President and Vice Chancellor's nominee, University of Auckland Cricket Club
- 2005-09 Chair, University of Auckland Cricket Club
- 2000-11 Cricket Coach, Age Group Coordinator, Management Committee, – University of Auckland Cricket Club
- 1995-98 Award for volunteering in Guilford County Schools (Erwin Open)
- 1995-98 Scout Leader, Irving Park School
- 1990-93 Treasurer, North Perth Out of School Care Association
- 1980-85 Vice-President, Armidale Search and Rescue Squad
- 1977-86 Founding member of Armidale CARELINE - a telephone listening and referral service. As member, management committee, and training officer (organized and ran 5 courses involving 300 para-professional counselors)
- 1977-85 Founding member of Armidale Search and Rescue Squad
- 1977 Vice-Captain – Bush and Climbing Section of Armidale Search and Rescue Squad
- 1973-74 Member of YOUTHLINE (Dunedin, NZ) - a telephone counseling service for young people. As member, management committee, and involved in training

GRANTS

Year	Title
2022	ARC grant: Student Evaluation of High School Teachers
2019-2022	ARC grant: Innovative Learning Environments
2019	ARC grant: Quickly and consciously: A brief whole of school mindfulness approach.
2018	ARC grant: Neurodevelopmental disorders and loneliness: School predictors and outcomes
2017	ARC grant: Enhancing adolescent mental health through positive education
2017	ARC grant: Improving student outcomes coaching teachers in the power of feedback
2016	ARC grant: Building resilient school communities through tailored arts programs
2016	University of Melbourne Learning & Teaching Initiative: Foundations of human learning: A neuroscientific approach to teaching, learning, and learning interventions.

2015	ARC grant: Building a bridge into preschool in remote Northern Territory communities
2015	Innovative learning environments and teacher change
2015	Effects of positive education during the critical post-school transition
2013+ (US)	Formative Assessment Systems for Advanced Technological
2013+	Evaluation of the Australian Professional Standards for Teachers
2013+	Development & Standardization of the Teacher Selector procedure
2013+	Building a bridge into preschool in remote Northern Territory communities
2013+	Enhancing adolescent mental health through positive education.
2013+	Science of Learning Centre
2010-2012	Structural relations of loners' loneliness and antisocial behaviour in children and adolescents: building a conceptual model for effective intervention.
2009	U Otago consultancy NEMP
2008-09	VLL school PD
2008-09	VLL e-asTTle support
2008	Assessment Review Project
2007-08	asTTle New York partnership
2006-08	e-asTTle 2006-08
2006	Adult Literacy scoping report
2006	Yrs 0-4 Assessment Scoping.
2005-08	Consultancy for editorship
2005	asTTle monograph development
2005	e-asTTle pre built data sets
2005	e-asTTle scoping
2005	Integris Password Project
2005	V4 Maintenance
2004-05	Systematic literature reviews linked to outcomes in adult literacy, numeracy, & language (Benseman & Sutton)
2004	asTTle liaison and analyses
2004	Networking scoping consultancy
2004	asTTle networking/multiuser research
2004	asTTle V3 & V4

2004	Assess to learn consultation
2004	Integrus Password Project
2004	Codebook, User guide & Portal scoping
2004	Secondary analysis asTTle data
2004	Data analyses of asTTle norming sample
2004	Scoping NEMP database for secondary
2004	Scoring NEMP review
2004	Flaxmere evaluation
2004	SMS/ Integrus contract
2003-04	Effect-sizes and NEMP data
2003-04	Evaluation of the Gifted Kids Program
2003-04	Systematic literature reviews linked to outcomes in adult literacy, numeracy and language
2003	Assess to learn consultation
2002-03	A longitudinal study of the development of self-regulated behaviour in young people, with N. Purdie, A. Carroll. Australian Research Grant.
2002	Classroom assessment - video MoE
2002-03	Assessment Tools for Teaching and Learning, MoE, Wellington -- Levels 5 & 6
2001-03	Evaluation of the Flaxmere project (With J. Clinton, R. Dixon, P. Keegan)
2001	Secondary Data Analysis, with R. Harker, R. Nash, Massey University). Ministry of Education
2000-01	Self-regulation: Assessment and implementation models. Australian Research Grant (Director: Nola Purdie, QUT)
2000	Assessment Tools for Teaching and Learning, MoE, Wellington – Levels 2-4
2000	Evaluation of School based uses of the Assessment Resources Banks, MoE
2000	Evaluation of the “Assessment for Better Learning” Program
2000	Family, school and community influences on the development of self-regulated behaviour in children. ARC Large grant
1999	NZ Ministry of Education Review of Exemplars
1999	NZ Ministry of Education Review of Literature Reviews
1999	NZ Ministry of Education Review of Peer Effects
1998-01	NPEAT, Validation of the NBPTS model
1998	A review of the research on treatment of children with

- attention deficit disorder. Which treatment works best?
ARC Small grant
- 1997 Evaluation of the Centre for Creative Leaderships Schools' Leadership Program
- 1997 Evaluation of the Paideia Program
- 1997-98 NCATE Performance assessment/ New Standards project
- 1997-98 The Education Future Program, North Carolina School of Math and Science
- 1996-98 Evaluation of the Reading Together Program
- 1995 Job Analysis: Board of Examiners for Speech Language Pathologists and Audiologists
- 1995 Marine Corps. University of Michigan
- 1994-95 Validity studies: National Board for Professional Teachers
- 1994 Australian Research Grants - SOLO and measurement models
- 1993 Australian Research Grants - Models of teaching and learning
- 1993 Australian Research Grants - Multidimensional models
- 1993 DEET - Performance Models for University Research (with B. Wood [DVC], D. Treloar, J. Tognolini)
- 1992 Australian Research Grants - Multidimensional models
- 1991-93 DEET - Interactive computer models of teaching at the tertiary level
- 1991 Australian Research Grants - Synthesis of teaching models
- 1990-94 English Competence Test - \$30,000 per year
- 1990 DEET - Evaluations and Investigation Grant: Performance Indicators of Research at Universities
- 1988 Van Leer Foundation - Interactive computers in remote Aboriginal schools

COMPUTER PROGRAMMING

- Hattie, J.A.C., Masters, D., Lorimer, E., and team (2010). *Generation II: e-asTTle V8. An internet computer application*. Ministry of Education, Wellington.
- Hattie, J.A.C., Holt, A., Rajkumar, C, P., and team (2008). *Generation II: e-asTTle V7. An internet computer application*. Ministry of Education, Wellington.
- Hattie, J.A.C., Mackay, A., Holt, A., Hurrell, P., Irving, E., and team (2007). *Generation II: e-asTTle V6. An internet computer application*. Ministry of Education, Wellington.

- Hattie, J.A.C., Mackay, A., Holt, A., Irving, E., Rubie, C., and team (2006). *Generation II: e-asTTle. An internet computer application*. V5. Ministry of Education, Wellington.
- Hattie, J.A.C. Brown, G.T., Keegan, P., Mackay, A., and team (2004, December). *asTTle: Assessment Tools for Teaching and Learning*. V4. Ministry of Education, Wellington.
- Hattie, J.A.C. Brown, G.T., Keegan, P., Mackay, A., and team (2003, December). *asTTle: Assessment Tools for Teaching and Learning*. V3. Ministry of Education, Wellington.
- Hattie, J.A.C. Brown, G.T., Keegan, P., and team (2002, December). *asTTle: Assessment Tools for Teaching and Learning*. V2. Ministry of Education, Wellington.
- Hattie, J.A.C. Brown, G.T., Keegan, P., and team (2001, December). *asTTle: Assessment Tools for Teaching and Learning*. V1. Ministry of Education, Wellington.
- Krakwoski, K., & Hattie, J.A. (1994). *DIMENSION: A program to generate unidimensional and multidimensional item response data*. University of Western Australia.
- Fraser, C., Hattie, J.A.C., Cooksey, R., & Maguire, T.O.M. (1980). *Correlate, ANOVA, EDA. A computer program to teach statistics*. Centre for Behavioural Studies, UNE.
- a. Hattie, J The variance interpretation of correlation. *repositorioslatinoamericanos.uchile ...*, <https://repositorioslatinoamericanos.uchile.cl/handle/2250/829389>
 - b. Hattie, J Correlation of ranked data. *repositorioslatinoamericanos.uchile ...*, <https://repositorioslatinoamericanos.uchile.cl/handle/2250/956015>
 - c. Hattie, J Types of correlation coefficients. *repositorioslatinoamericanos.uchile ...*, <https://repositorioslatinoamericanos.uchile.cl/handle/2250/956012>
 - d. Hattie, J The meaning of correlation. *repositorioslatinoamericanos.uchile ...*, <https://repositorioslatinoamericanos.uchile.cl/handle/2250/829376>
 - e. Hattie, J Pearson product: moment correlation. *repositorioslatinoamericanos.uchile...*, <https://repositorioslatinoamericanos.uchile.cl/handle/2250/956013>
 - f. Hattie, J Analysis of variance: the logic of ANOVA. *repositorioslatinoamericanos.uchile ...*, <https://repositorioslatinoamericanos.uchile.cl/handle/2250/956023>
 - g. Hattie, J Tests of significance. *repositorioslatinoamericanos.uchile ...*, <https://repositorioslatinoamericanos.uchile.cl/handle/2250/956020>
 - h. Hattie, J Mastery quiz on pearson correlation.

- repositorioslatinoamericanos.uchile ..., <https://repositorioslatinoamericanos.uchile.cl/handle/2250/956014>
- i. Hattie, J How correlation is expressed. [repositorioslatinoamericanos.uchile ..., https://repositorioslatinoamericanos.uchile.cl/handle/2250/956009](https://repositorioslatinoamericanos.uchile.cl/handle/2250/956009)

EDITORIAL BOARDS

- 2015-21 Impact: Journal of the Chartered College of Education, UK
- 2015-19 Nature: Science of Learning, Associate Editor
- 2014-18 Review of Educational Research
- 2014-18 The Australian Educational Researcher
- 2014-16 American Education Research Journal – Associate editor
- 2014-18 Scholarship of Teaching and Learning in Psychology – Consulting editor
- 2011-18 Higher Education Research and Development
- 2011-18 International Journal of Quantitative Research in Education
- 2011-18 Educational Research and Evaluation
- 2011-18 Australian Educational and Developmental Psychologist
- 2011-18 Journal of Educational Psychology
- 2010-18 Educational Assessment Journal
- 2010-18 Research Papers in Education
- 2009-18 Assessment Matters
- 2009-18 Educational Measurement: Issues and Practice
- 2009-18 Educational Measurement and Evaluation Review
- 2007-11 American Education Research Journal – Editorial Board
- 2004-08 International Journal of Testing – Editor
- 2004-18 British Journal of Educational Psychology – Associate Editor
- 2004-18 Studies in Research: Training, Evaluation and Impact – Editorial Board
- 2004-18 Applied Psychology: An International Review – Editorial Board
- 2004-18 Journal of Multidisciplinary Evaluation – Editorial Board
- 2000-18 International Journal of Testing – Editorial Board
- 1998-18 Contemporary Psychological Review, Regional Editor; Editorial Board
- 1996-99 Journal of Adult Development and Aging: Theory and Research – Editorial Board
- 1997-99 Journal of College Counseling – Editorial Board
- 1992-94 Educational Research and Perspectives – Editorial Board
- 1989-2015 International Journal of Disability, Development and Education – Editorial Board. Associate Editor from 2012+

1989-94 Alberta Journal of Educational Research – Editorial Board
1989-90 Wings for the Mind: Reviews of Macintosh Software – Editorial Board
1975-77 Interchange, Canada – Editorial Board

ADVISORY EDITORIAL CONSULTANT

1. Alberta Journal of Education
2. Alternative Education
3. American Educational Research Journal
4. American Psychologist
5. Applied Psychological Measurement
6. Applied Psychology: An International Review
7. Asian Pacific Education Review
8. Asia-Pacific Journal of Teacher Education
9. Assessment
10. Assessment for Learning
11. Assessment in Education
12. Assessment Matters
13. Australian and New Zealand Journal of Criminology
14. Australian Council for Educational Research
15. Australian Journal of Education
16. Australian Journal of Language and Literacy
17. Australian Journal of Psychology
18. Australian Psychologist
19. Australian Research Grants Commission
20. BMC Medical Journal
21. BMC Pediatrics
22. British Education Research Journal
23. British Journal of Educational Psychology
24. Child Development
25. Contemporary Psychological Review
26. Discourse
27. Dutch Program for Educational Research
28. Education Evaluation and Policy Analysis
29. Education Research
30. Education Research and Review
31. Education Research Journal
32. Educational Psychologist
33. Educational Psychology
34. Educational Research and Evaluation

35. Educational Research and Perspectives
36. Educational Researcher
37. Elementary School Journal
38. European Journal of Dental Education
39. European Journal of Psychological Assessment
40. European Journal of Psychology of Education
41. Evaluation Journal of Australasia
42. Health Psychology
43. Higher Education
44. Higher Education Review
45. Higher Education, Research and Development
46. Hong Kong External Grants Commission
47. Instructional Science
48. Interchange
49. International Journal for Academic Development
50. International Journal of Academic Research in Education and Review
51. International Journal of Disability, Development and Education
52. International Journal of Education Development
53. International Journal of Educational and Psychological Assessment
54. International Journal of Educational Research
55. International Journal of Testing
56. Journal of Adult Development and Aging: Theory and Research
57. Journal of Advanced Academics
58. Journal of Adventure Education and Outdoor Learning
59. Journal of Applied Social Psychology
60. Journal of Cognitive Education
61. Journal of College Counseling
62. Journal of Early Adolescence
63. Journal of Early Childhood Research
64. Journal of Educational Measurement
65. Journal of Educational Psychology
66. Journal of Engineering Education
67. Journal of Experiential Education
68. Journal of Family Issues
69. Journal of Multidisciplinary Evaluation
70. Journal of Personality and Social Psychology
71. Journal of Psychoeducational Assessment
72. Journal of Research on Adolescence
73. Journal of Social Issues

74. Journal of Social Sciences
75. Journal of Sport and Exercise Psychology
76. Language in Education
77. Learning and Individual Differences
78. Learning and Instruction
79. Management Learning
80. McGill Journal of Education
81. Measurement
82. Measurement in Physical Education and Exercise Science
83. Metacognition and Learning
84. Neuroscience Letters
85. New Zealand Journal of Educational Studies
86. Patio-Revista Pedagógica
87. Pedagogies: An international Journal
88. Perceptual and Motor Skills
89. Psychological Assessment
90. Psychological Bulletin
91. Psychological Methods
92. Psychological Reports
93. Psychological Trauma: Theory, Research, and Practice
94. Psychology of Sport and Exercise
95. Psychometrika
96. Reading and Writing: An interdisciplinary Journal
97. Reading Research Quarterly
98. Research Grants Council of Hong Kong
99. Review of Educational Research
100. Science
101. Scientific Studies of Reading
102. Social Behavior and Personality
103. Social Sciences and Humanities Research Council of Canada
104. Spencer Foundation
105. Studies in Educational Evaluation
106. Studies in Research: Training, Evaluation and Impact
107. Swiss Journal of Psychology
108. Teaching and Teacher Education
109. Teaching Education
110. The Exceptional Child
111. The Journal of Adventure Education and Outdoor Learning
112. The Open Psychology Journal

113. The Social Science Journal
114. Theoretical issues in Ergonomics Science
115. UK Research Grants Board
116. Wings for the Mind
117. Journal of Experimental Psychology
118. International Journal of Continuing Engineering Education and Life-Long Learning
119. International journal of science and technology education
120. Journal of Interprofessional Education & Practice
121. Science Advances

AFFILIATIONS

- American Psychological Association (Fellow), 1977-2019
- American Educational Research Association, 1977-
- National Council for Measurement in Education 1977-
- International Test Commission 1990 -
- Australian Council for Educational Leadership (Fellow)



Publications | John Hattie

1. Hattie, J.A.C. (2023). *Visible Learning: The Sequel*. Routledge
2. Corrigan, O., Frey, N., Fisher, D., & Hattie, J.A.C. (2023). *Visible learning for multilingual learners*. Corwin.
3. Hattie, J.A.C. & Hattie, K.R. (2022). *Visible learning for parents*. Routledge.
4. Hattie, J.A.C., Bustamante, V., Almarode, J., Fisher, D., & Frey, N. (2021). *Great teaching by design: From intention to implementation in the Visible Learning Classroom*. Corwin.
5. Hattie, J.A.C., Stern, J., Fisher, D., & Frey, N. (2020). *Visible Learning for Social Studies, Grades K-12: designing student learning for conceptual understanding*. Corwin.
6. Hattie, J., & Smith, R. (Eds.). (2020). *10 Mindframes for Leaders: The Visible Learning Approach to School Success*. Corwin Press.
7. Hattie, J.A.C., & Anderman, E. (2020). *Visible Learning: Guide to Student Achievement – Schools edition*.
8. Hattie, J.A.C., & Fisher, D., Frey, N., Gojak, L.M., Moore, S.D., & Mellman, W. (2019). *Visible Learning for Mathematics, High School Classroom Comparison*. Thousand Oaks, CA: Corwin.
9. Hattie, J.A.C., Masters, D., & Birch, K. (2016). *Visible Learning into Action*. Routledge, UK.
10. Hattie, J.A.C. & Yates, G. (2014). *Visible Learning and the Science of how we Learn*. Routledge, UK.
11. Hattie, J.A.C. (2012). *Visible learning for teachers. Maximizing impact on achievement*. Oxford, UK: Routledge.

PAPERS

1. Hattie, J.A.C. (2023). Students will create their own future. *Principal Connections*, 26(2), 18-19.
2. Hattie, J.A.C. (2022). Developing assessment capable students and teachers. *The Psychology of Education Review*, 46(1), 16-20.
3. Hattie, J.A.C., Hoddiss, F., & Kang, S. (2020). Theories of motivation: Integration and ways forward. *Contemporary Educational Psychology*, 61, 101865.
4. Hattie, J.A.C., Gan, M. & Brooks, C. (2017). Instruction based on feedback. In R. Mayer & P. Alexander (Eds.), *Handbook of Research on Learning and Instruction*. (2nd Ed., pp. 249-271). New York: Routledge.

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