**Hattie and Zierer – 10 Mindframes for Visible Learning**

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| Self- Level | Task - Level | Process - Level | Self- Regulation Level |
| Personal evaluations and effect | How well tasks are understood/performed | The process needed to understood/perform tasks | Self-monitoring, directing, and regulating of actions |
| The biggest problem with praise is that it can interfere with the message about the work. Feedback aimed at the self can be useful is building teacher –student relationships, where it actually can have a positive effect.  There is general agreement among researchers that feedback directed at the self-level should be given only when it is well-measured and carefully considered – and not mixed with feedback about the task, processes, or self-regulation. The principle if ‘less is more’ is often the best guide for self-feedback. | Feedback at the task level provides the mentees information about the product – what they can and cannot do- | Choose feedback at the task level that shows you what you did right and what you did wrong. Feedback at the process level focuses on your planning process and how you implemented that plan | Feedback is not a matter of quantity but about quality.  Key is to give feedback with the focus on moving forward. Feedback is best given when it is just above where the mentee is working (task, self, process). Second, focus in the ‘what next?’ – looking forward instead of back |

Now consider the following

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| Levels of Feedback | | | |
|  | Task | Process | Self-Regulation |
| Past (‘feed back’) | What progress has the mentee made on goals and content? | What progress has the leader made on task completion? Is there evidence of improvements? | What progress has the mentee made on self- regulation strategies? |
| Present (‘feed up’) | What goals did the mentee reach? What content did the mentee understand? | How did the mentee complete the task? Is there evidence of how the mentee worked? | What self-regulation strategies did the leaner successfully apply? |
| Future (‘feed forward)’ | What goals should be set next? What content should be learned next? | What tips on task completion should the mentee be given next? | What self-regulation strategies should the leaner apply next? |

What does this thinking around feedback have to do with one’s mindset … a lot! Engage the mentee in the ‘not yet’ instead of ‘not’. You can’t do it yet versus you can’t do it, period!

Send out a smile, humor and cheerfulness. Humor can take the pressure off being at the edge of one’s abilities, making mistakes, and not knowing where next to go.