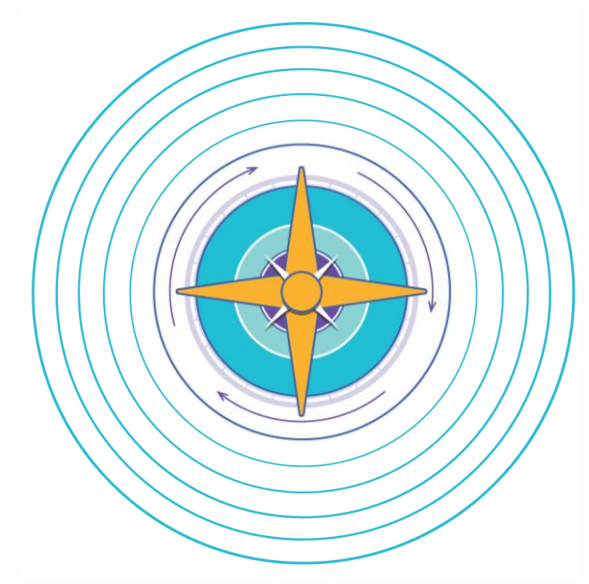


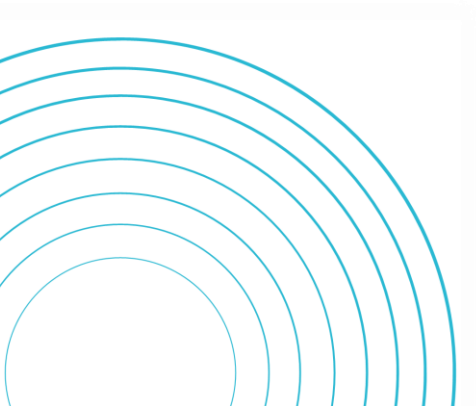
OECD Learning Compass 2030



Anticipation-Action-Reflection cycle

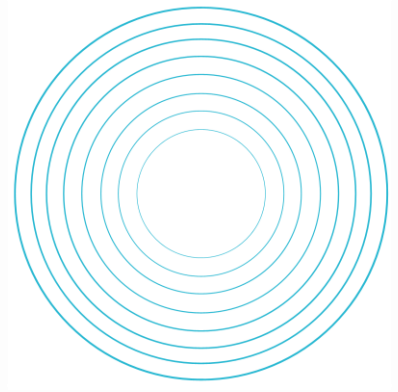
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OECD Learning Compass 2030

Anticipation-Action-Reflection cycle



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I applaud the launch of [the OECD Learning Compass 2030](#) and its Anticipate-Action-Reflection (AAR) cycle document as it helps focus on the phases of learning and moves much deeper than the usual claims about high achievement – as if the latter happens without the former.

It is depressing to me, when I review transcripts of lessons, to rarely note the teaching of strategies of learning, and the few instances where this does occur it is usually tips and tricks. AAR provides a rich, deeper, and more powerful set of strategies that not only can be taught but can be shown to be powerful for students as their work in many domains.

I particularly like the Backward Design modeling of starting by evaluating where students are now, what they already know, and anticipating the shorter, medium, and longer term consequence of their learning. This provides opportunity to adjust these expectations to ensure they are appropriately high and challenging – as challenge is the essence of engagement. There is also a valuable focus on not only the skills, but the will and thrill of anticipated learning.

This then leads to the Actions, and we certainly have so many of these – too often, sadly, some think doing or engaging in

the task is necessarily the same as learning (and it is not) but as described in this AAR cycle report it involved personal monitoring, creating value, and reconciling tensions and dilemmas.

Finally, there is Reflection. Sadly, there are many misuses of this term, and it does not mean looking back to where we think we have been. It is more a “disciplined way of thinking” and more often the more powerful notion of reflection is “seeing your learning through others eyes”, seeking and using feedback about progress, checking our cognitive biases (especially confirmation bias), and adjusting our learning to more effectively attain the expectations developed in the anticipation phase.

This mode is akin to the “teachers are to DIIE for” in my own work. Diagnoses includes anticipation, Intervention clearly overlaps, we are not as good as Implementation as we need to be often, and Evaluation involves reflection.

I look forward to more resources to demonstrate this AAR model in action and, applaud this move to focusing on the process of learning.

¹ [John Hattie](#), is Laureate Professor of Education at the Melbourne Graduate School of Education, University of Melbourne and Chair of the Board of the Australian Institute for Teaching and School Leadership. His research areas include measurement, research design and models of teaching and learning. Hattie is known worldwide for his [Visible Learning](#) research.