

# HOW VISIBLE LEARNING CAN CREATE IMPACT IN

# English Kindergarten Academies

IN SOUTH KOREA

CHELSEA FOUGHT

WHAT IS "Visible Learning" ANYWAY?

It means making student learning visible so that teachers know if they are having an impact on their students.

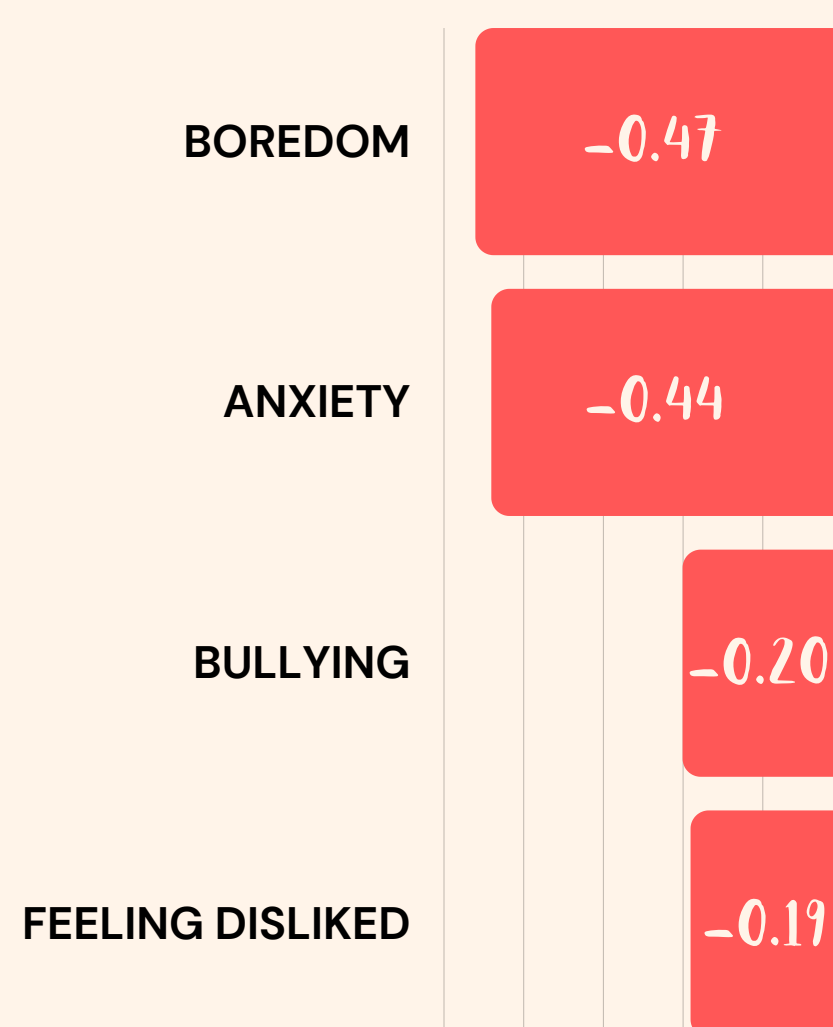
Teachers can see what isn't working and implement different techniques that can increase impact on their students.

Private education is a popular addition or alternative to public education provided by the South Korean government, even for those as young as 2 years old. In fact, in a study done in 2017, more than 83% of 5-year-olds and 36% of 2-year-olds in South Korea were receiving private education in the form of an academy or via private tutoring.

In this study, nearly 70% of the parents with 2-year-olds said the level of their child's education was adequate, while 27% said it was not enough. 54.3% of the parents with 5-year-olds said their education level was adequate, while 40% said they needed more.

This amount of pressure can result in anxiety, one of Hattie's higher negative impacts on student achievement. This pressure can create a competitive nature, that often results in bullying and thus feeling disliked, additional negative impacts. Another negative impact often observed in academies is boredom. This can come about due to students being forced to study something they're not interested in, or too difficult for them, which often happens in the academy system.

So what can educators in an English academy do to alleviate these concerns, and help boost student achievement?



## What can kindergarten academy teachers in South Korea do?

### Create a Safe & Supportive Classroom

In an environment that so easily breeds competition and feelings of self-doubt, it's so important for teachers to build positive relationships with their students so they feel safe, especially for those who are away from home for the first time.

Sometimes a positive **teacher-student relationship** (0.48) may be one of the only constant supportive interactions a student may have. This can help foster a **positive self-concept** (0.47) and build their **self-efficacy** (0.71).

Each classroom is made up of a team of two to three teachers. For your students' success, working to build your relationship with your partner teacher(s) is vital to success.

**Collective teacher efficacy** (1.39) has an incredible impact on student achievement. When the teachers work well together, and have a unified belief that they can and will do their best for their students, their students' achievement rates are more likely to increase.

### Be Collaborative & Cooperative

### Prepare & Present Engaging Lessons

Academies often have all the materials you need waiting for you. What's important is for you to look over the materials and be prepared, so that you can build your **teacher credibility** (1.09). Students are learning a second language, which makes **teacher clarity** (0.75) also very important. Preparing well can help ensure present clear and engaging lessons.

With young learners, being sure to use tools such as **imagery** (0.51), helps keep them engaged, as does **humor** (0.04).

No student learns exactly the same. Actively observing and engaging with your students helps gauge how they are doing and where they need some additional help. This is especially helpful when trying to bridge gaps that form between the students who have additional schooling and those who do not.

**Teacher estimates of achievement** (1.29) help identify paths of growth and needs for differentiation that can significantly impact a student's achievement.

### Be observant & Get Involved

Are you making choices that are creating impact in your classroom?

"When teaching and learning are 'visible' that is, when it is clear what teachers are teaching and what students are learning, student achievement increases."

- JENN DAVID-LANG @ THEMAINIDEA.NET -

This infographic is inspired by my experiences and observations as a Korean-age 5 homeroom teacher in two different major English academy chains in South Korea. These students primarily come from families with a higher socioeconomic status. The children otherwise may differ in who is most active in their lives (parents vs. grandparents) or in other additional schooling they may receive after their kindergarten day has come to an end.

#### REFERENCES

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