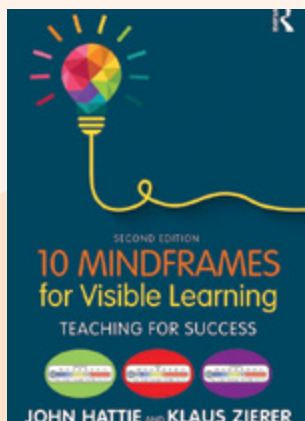


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10 Mindframes for Visible Learning: Teaching for Success

John Hattie and Klaus Zierer
Corwin / Routledge (2nd ed.)

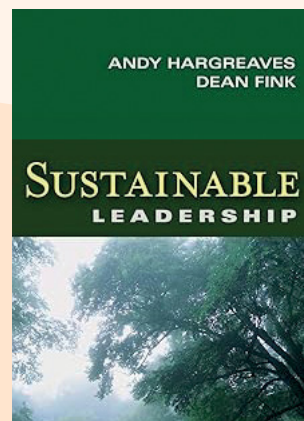
The Visible Learning research found that how teachers think about learning and their role is one of the strongest influences on achievement. Hattie and Zierer, drawing on 2,100+ meta-analyses, define ten evidence-based "mindframes" every high-impact teacher should hold: self-evaluating impact, treating assessment as feedback, collaborating, embracing challenge, exchanging feedback, prioritising dialogue, clarifying success criteria, and building trust. This updated guide, with questionnaires, scenarios, and exercises, gives schools a proven roadmap for making learning visible.



Visible Learning: The Sequel

John Hattie
Routledge, 2023

When Visible Learning came out in 2008, the TES called it teaching's Holy Grail. Fifteen years later, Hattie revisits that landmark work with a research base more than doubled: over 2,100 meta-analyses from 130,000+ studies covering 400 million+ students worldwide. The Sequel doesn't just update the data — it expands the model, reflects on how Visible Learning has been understood (and sometimes misunderstood) in schools, questions schooling's current grammar, and maps out where research should go next. Essential for researchers, teachers, school leaders, teacher trainers, and policy makers.



Sustainable Leadership

Andy Hargreaves and Dean Fink
Jossey-Bass, 2006

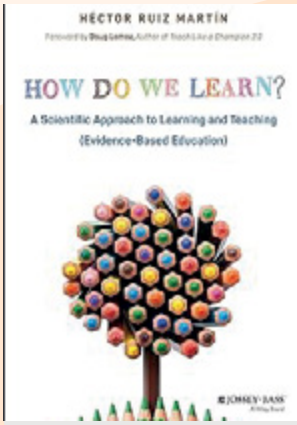
Sustainability is one of leadership's most important, most overlooked dimensions. Hargreaves and Fink offer seven principles: Depth (real learning over surface performance); Length (impact beyond individual leaders via succession); Breadth (shared, distributed influence); Justice (helping, never harming, other schools); Diversity (cohesion over standardisation); Resourcefulness (renewing leaders' energy); and Conservation (building on the past for a better future). Essential for leadership that matters, lasts, and reaches beyond one's own school.



Leadership from the middle

Andy Hargreaves
Routledge, 2023

Facing pandemic, climate crisis, war, racism, and attacks on democracy — how should leaders respond? Hargreaves proposes a third way beyond top-down and bottom-up: leadership from the middle, linking government, districts, and schools into a network capable of real change. Based on research with leaders across the US, UK, and Canada, it explores leadership that turns obstacles into opportunities, embraces paradox, and is collaborative, inspiring, and inclusive — defining the model and showing how to deploy it against education's toughest challenges.



How Do We Learn?

Héctor Ruiz Martín
Wiley, 2024

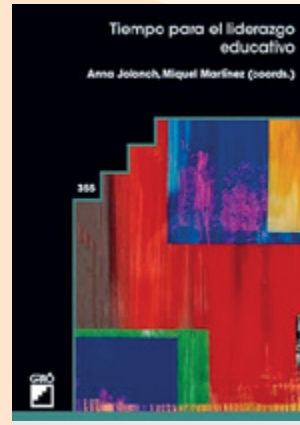
Bridging cognitive science and classroom practice, this book offers a rigorous, accessible account of how learning actually works. Ruiz Martín guides readers through the cognitive mechanisms behind memory, the socioemotional factors shaping motivation and performance, and the key teaching processes of instruction, feedback, and assessment, with particular focus on self-regulated learning and its link to achievement. The result is an evidence-based resource giving teachers, students, and the wider educational community practical, science-grounded principles, beyond personal experience or fads.



«Edumitos»

Héctor Ruiz Martín
ISTF Editorial, 2023

Education is full of widely held but scientifically ungrounded beliefs about learning. These "edumyths" stem from misread research, untested intuitions, or both, and their uncritical acceptance distorts educational debate by passing off unsubstantiated ideas as scientific consensus. Across eight thematic sections — the brain and memory, study techniques, emotions, cognitive development, and educational technology — Ruiz Martín confronts these beliefs with the available evidence. Rigorous yet accessible, essential for anyone wanting their practice grounded in what learning science actually supports.



Tiempo para el liderazgo educativo

Anna Jolonch i Miquel Martínez (coords.)
Graó, 2024

What makes leadership genuinely transformative? This collaborative volume, with leading international researchers, examines the conditions and practices defining school leadership today. It argues that collaborative leadership — grounded in moral authority and relational trust — is key to improving outcomes, with teacher inquiry, evidence-informed practice, and wellbeing as inseparable drivers of quality. Essential for school leaders seeking purpose and genuine commitment to change.



Temps per a l'escola

Coral Regí, Montserrat Jiménez i Carme Ortoll
Penguin Random House, 2025

What's happening in our classrooms, and what does it mean to educate today? Three veteran Catalan educators reflect critically yet hopefully on education's key challenges — inclusion, poverty, immigration, families, bureaucracy, technology, the teacher vocation crisis, training, and identity. Drawing on real voices, it's a rigorous, urgent contribution from those who still believe in education's power to transform.

