Ararat College Instructional Model 2019

ARARAT COLLEGE

Engage Inspire Enjoy

ARARAT COLLEGE

Engage Inspire Enjoy

Instructional Model

High Expectations

Continuous Assessment

Lesson Structure

Start → Teach → Apply → Review

Learning Intentions	Success Criteria
Effective Feedback	Students Self-Assess

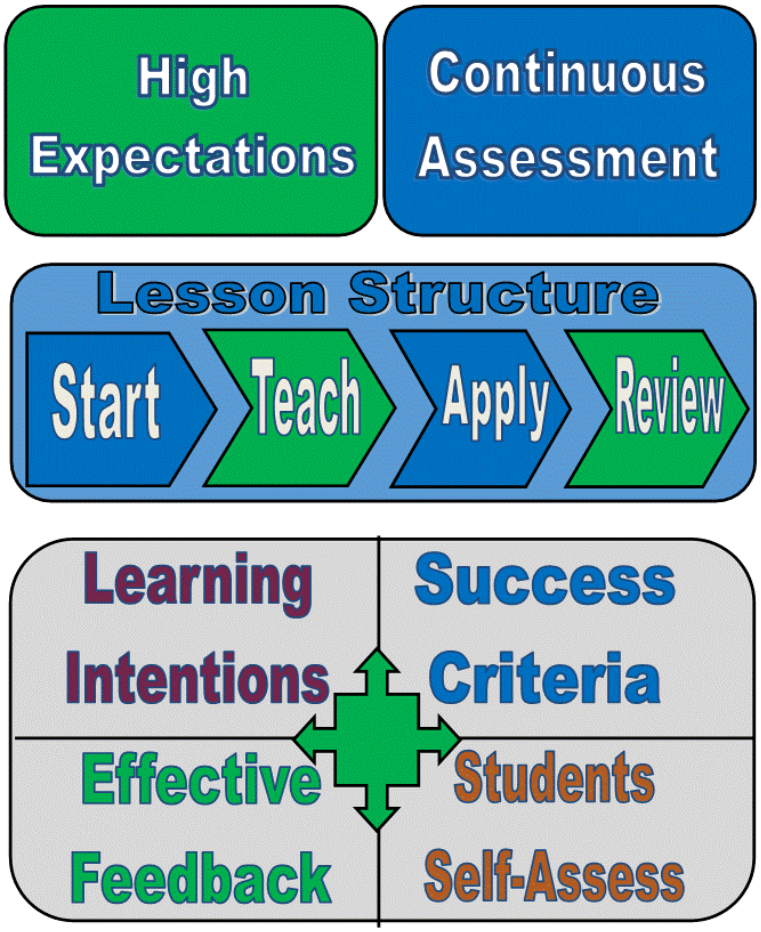
Teacher Student Relationships

What is an Instructional Model?

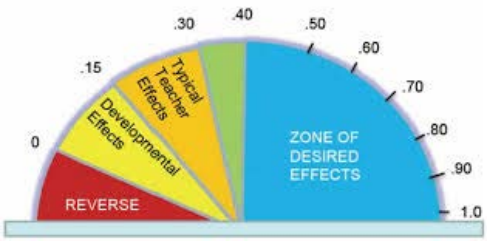
An instructional model describes 'How we teach at this school". It describes the evidence-based practices that are most likely to lead to effective teaching and learning. It aims to reduce the variability between classrooms while still allowing teachers to be individuals and to respond to the needs of their classroom.

At Ararat College we have high expectations of all teachers and students. We expect teachers to actively support and monitor student progress, to clearly communicate their expectations and provide students with intellectual challenge at their point of need. We know that students will meet our expectations – whether they are set high or low.

If we have high expectations of students then we must ensure that we clearly scaffold their learning, make the learning manageable and identify for students the strategic knowledge that is essential for progress.



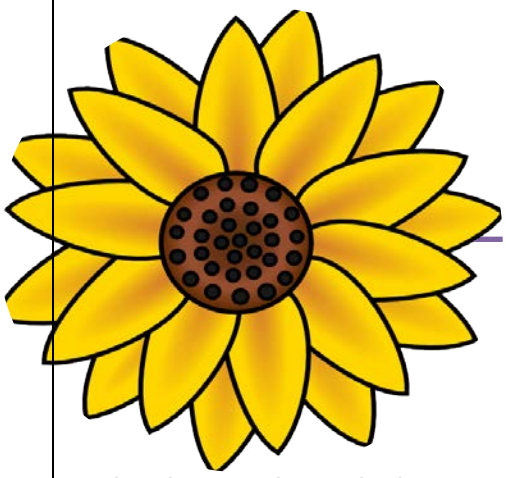
Related Effect Sizes
Goals 0.56
Teacher Clarity 0.75
Formative evaluation 0.68
Feedback 0.73



Effect Size

The effect size meter, shown below, is from the work of John Hattie, 2008.

Lesson Structure: STAR



START

- Hook
- Quickly into the learning
- Review previous learning
- Learning Intention delivery
- Success Criteria[3]
- Individual needs[1]
- Questioning[2]
- Enthusiasm
- Students enter quietly
- Students understand Routines

TEACH

- Check prior knowledge
- Place learning in broader context
- Visual & auditory
- Modelling; worked examples
- Scaffolding: eg sentence starters; vocabulary lists
- Address success criteria
- Teach strategies for reading, problem solving...
- Explicit vocabulary instruction
- Promote discussion and exploration of a topic

APPLY

- Students learning by doing
- Scaffolding for improving writing and vocabulary
- Differentiation
- Continous Assessment & Feedback

REVIEW

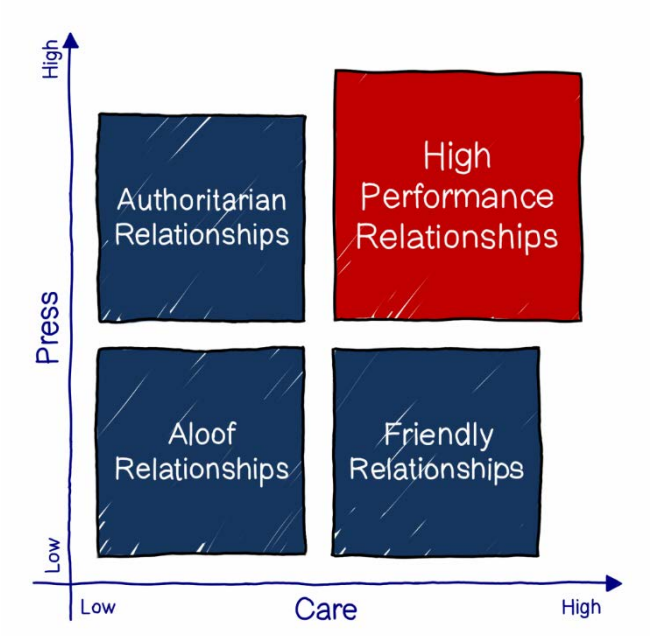
- Check for understanding
- Students self-assess SC
- Consolidate & internalise key learning
- Correct misunderstandings
- Homework reminder
- Celebrate successes
- Packing & cleaning up
- Look ahead...

High Performance Student-Teacher Relationships

The two essential elements of high-performance teacher student relationships are

care and pressure

Effective teachers care about their kids, while also pressing them to do well.



On any given day, a teacher may display behaviours from each of the four styles – and sometimes the situation warrants such flexibility. Despite this, when you look at their typical ways of interacting with students over time, different teachers exhibit different relational styles.

1 Authoritarian teachers show high amounts of press and low amounts of care. While they may want students to learn, they view their relationships with students as an us-vs-them phenomenon, where it is important for them to come out on top. Authoritarian teachers are rigid, and value rules for rule's sake. They often overact to small infringements, and they are sometimes sarcastic and cynical.

2 Friendly teachers show a high degree of care but a low amount of press. While they may care deeply about students' self-esteem, they misguidedly accept minimal effort and mediocre work. Friendly teachers let their belief in student-directed learning prevent them from giving students the instruction and guidance they need. This often leads to chaotic classrooms and students working independently on tasks they have not been shown how to do.

3 Aloof teachers show low amounts of press and low amounts of care. While they may go through the motions of teaching, they do so mindlessly. They are often apathetic and indifferent, as their minds are elsewhere – think Bad Teacher. Aloof teachers don't seek conflict with kids, yet their indifference and lack of structure lead students to act out. Then, over-reactions, escalating conflict and passive-aggressive behaviour often follow.

4 Teachers who forge high-performance relationships care for their students while simultaneously pressing them to excel. They have a passionate desire to help students learn and improve, which leads them to demand high standards of behaviour and effort. Yet, they also value their kids as people and take an interest in their lives. These teachers provide their students with strong guidance (both academically and behaviourally), while also nurturing personal responsibility and self-regulation.

High Expectations

Key points

• High expectations are linked with higher performance for all students.

• The reverse can also be true. Some students from disadvantaged backgrounds may be achieving less than their full potential due to lower expectations of their ability.

• All students need to be appropriately challenged in order to learn – but many students say they aren't being challenged enough.

• A culture of high expectations needs to be supported by effective mechanisms and strategies that support every student's learning needs. Curriculum differentiation is an effective means by which this can occur in every classroom.

Why it matters

Research evidence consistently finds high expectations are linked with higher performance, although the causal relationships between the two are complicated. Teacher 'expectations', which can encompass a range of factors, such as encouraging students to work hard, challenging them to do their best work and to do their homework on time, can make a positive difference to students' outcomes (*J Hattie 2009, Visible Learning: A synthesis…)*

Low expectations can lower achievement

There is evidence that low expectations play a part in explaining why so many students from disadvantaged backgrounds, including academically gifted students, do not reach their full potential (or are 'underachieving') (*S Reis and D McCoach 2000*).

Effective curriculum differentiation helps challenge all learners

Successful systems include mechanisms that ensure students receive the instruction they need to achieve their full potential. Catering for diverse learning needs is an important teaching skill, and the benefits of remedial interventions for lower-performing students are clear. Effective curriculum differentiation is also important as a means of challenging and extending all students. Access to a broad, rigorous and challenging curriculum is an important factor of successful high expectation environments.

The literature suggests that teachers in Australia are not universally good at differentiating the curriculum to meet the needs of high-potential, high-achieving students.

Continuous Assessment

Use assessments and classroom observations to gauge what students already know and what they are ready to learn, to ensure that teaching is neither simply repeating well established skills/knowledge, nor at a level far beyond what students can cope with. Teaching should build on what students know and can do, and should introduce new ideas and skills at a level that students are ready to learn.

Ararat College recognises that the assessment cycle encompasses:

a) pre-assessment b) formative assessment c) summative assessment.

Pre-assessment practices play an important role in determining what students know and can do, and therefore, what they are ready to learn next. Pre-assessment is critical for ensuring that students are given tasks that are at their Zone of Proximal Development (Vygotsky); in other words, ensuring that teaching is neither repeating well established skills and knowledge, nor at a level far beyond what students can cope with. Teaching should build on what students know and can do, and should introduce new ideas and skills at a level that students are ready to learn.

Formative assessment practices occur mainly within the classroom and are a form of monitoring student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. Formative assessment helps students to identify strengths and weaknesses and target areas that need work. It helps teachers to recognise where students are struggling and address problems immediately.

Summative assessment is for evaluating student learning at the end of an instructional unit or period by comparing it against standards such as Victorian Curriculum Levels. In addition, it contributes to the next cycle's pre-assessment data. It helps to determine whole school targets and future planning, to identify at-risk students, and to inform parents of their student's achievements.

Consistent and Fair Assessment

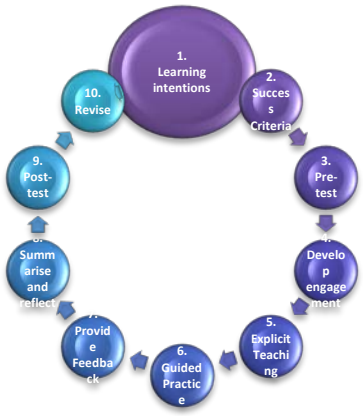
Ararat College recognises that consistent and fair assessment relies on teachers having a strong knowledge of the curriculum and its progressions.

Teacher moderation of student work samples helps teachers judge the quality of student work.

Questions to ask:

- What do I want my students to demonstrate throughout this year? Make a list.
- How will students demonstrate these skills and knowledge and thinking to me? Create tasks and a timeline (Assessment Schedule)
- How will I record and track student achievement? Consider what will work best for you given your own classroom management and teaching style.
- How will I address low performance at one end, and early mastery at the other end?
- How will I build in time to respond to student needs as they become apparent through my assessments?

Learning Intentions



Do the tasks and teacher instruction match the learning intention?

Learning intention: statement of what student will know or be able to do

Activities: tasks students do in order to more towards the learning intention

Background

The teacher knows why the students are engaged in a particular activity, but the students are not always able to differentiate between the activity and the learning that it is meant to promote. A carefully framed learning intention will direct students' attention to the core learning.

Put yourself in the place of a student sitting in class being expected to participate in an activity, the purpose of which they have no idea. The analogy that might make the student's view more comprehensible to you is to: *Imagine yourself on a ship sailing across an unknown sea, to an unknown destination*. You would be desperate to know where you are going. But students only know they are sailing an unknown sea.[1]

When students know the learning intention of a lesson, they:

- Know where to focus their efforts – i.e., which part of the activity actually encompasses the learning;
- Can take more responsibility for learning.
- are more likely to be able to transfer their learning from one context to another.

For example:
Activity: Changing a bike tyre.

- Outcome if emphasis is on the activity: *Students will be able to change a bike tyre.*

Learning intention: Students will be able to follow a set of procedural instructions.

- Outcome if emphasis is on the learning intention: *At some later stage, students will be able to follow a cake recipe and bake a cake with little help from others.*

What is a learning intention?

A learning intention describes what pupils should learn:

- Be able to do, or
- Know or remember, or
- Understand,

and, at higher levels, how they should:

- Apply, or
- Analyse, or
- Critically evaluate, or
- Create new ideas

by the end of the lesson (or series of lessons).[2]

The Learning Intention should be clearly conveyed to the students before they begin the task.

Assessment & Feedback

[1] Adapted from: White, M.A. (1971). The view from the student's desk. In M.L. Silberman (Ed.), *The experience of schooling* (pp. 337-345). New York: Holt, Rinehart and Winston.

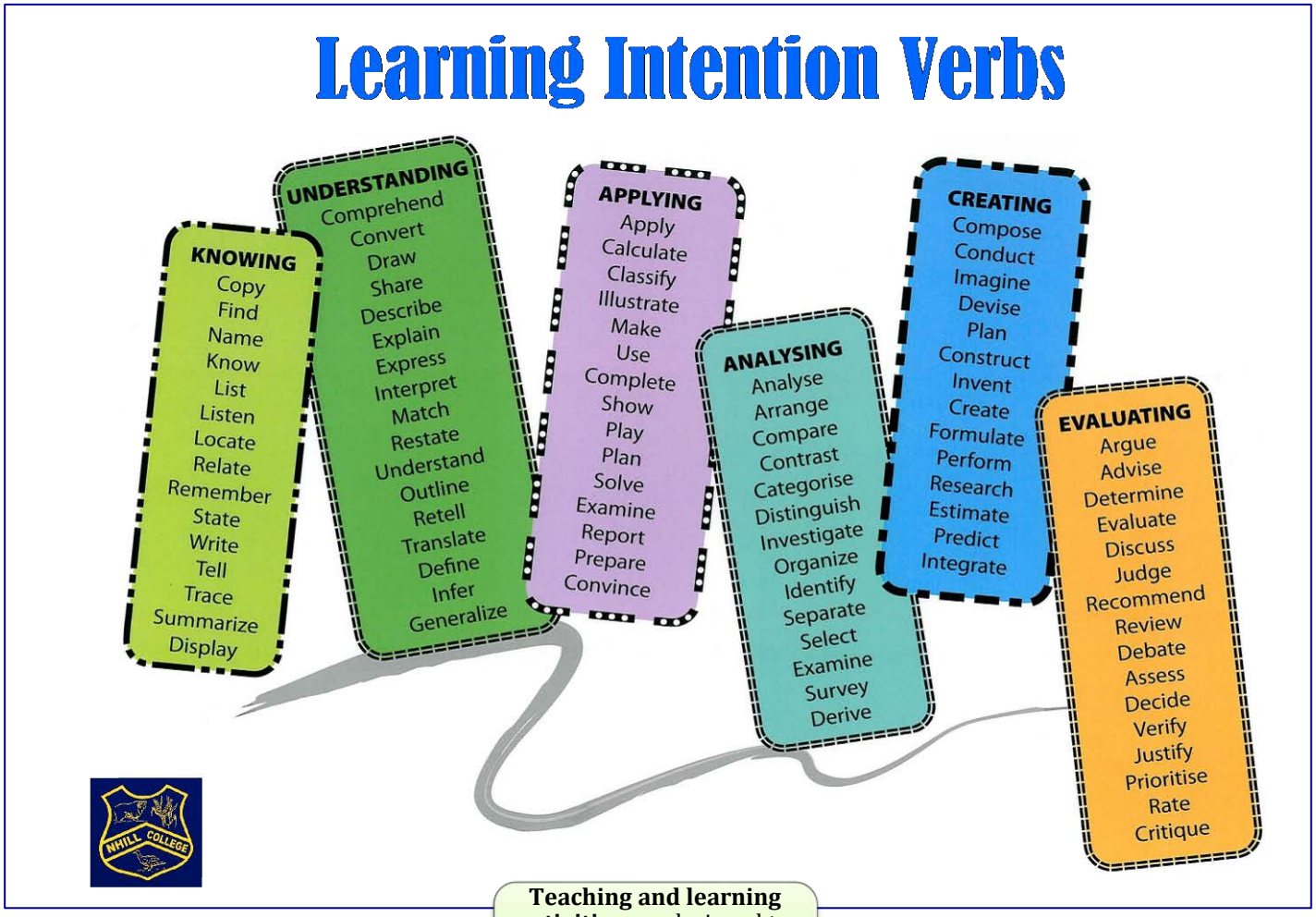
[2] NB. Remembering, Understanding, Applying, Analysing, Evaluating and Creating are the six cognitive domains from Anderson, L.W. & Krathwohl, D.R. (eds.) (2001*). A Taxonomy of Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives.*

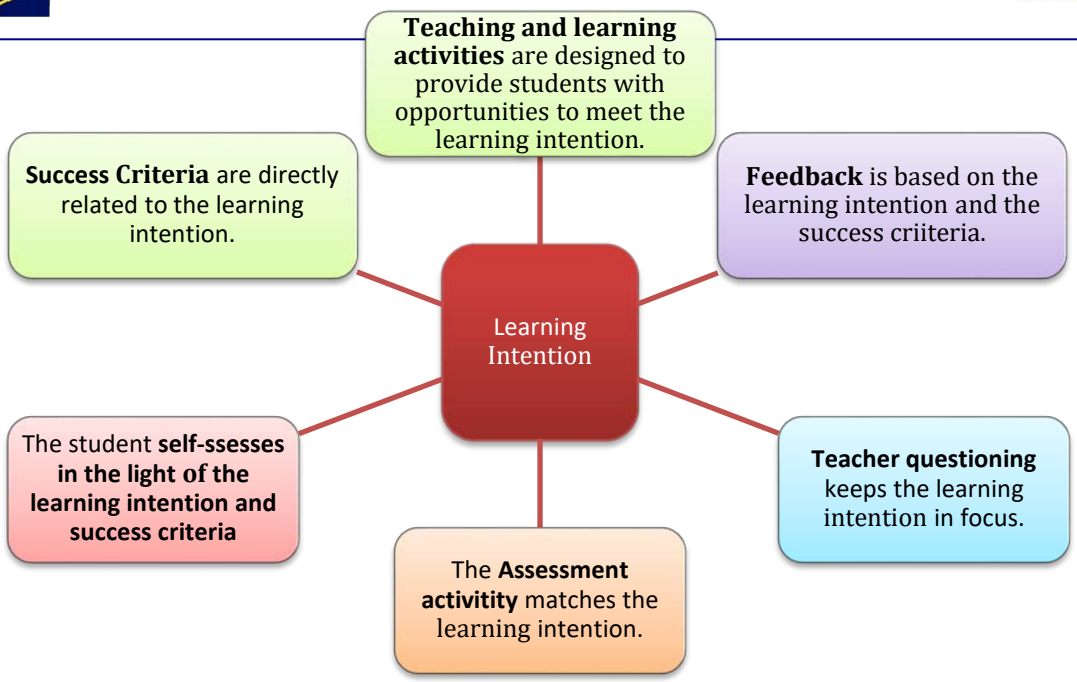
They design an assessment task that will allow students to demonstrate that they have achieved the learning intention and provide students with the success criteria so that they will know what they need to do to show that they have achieved the learning intention.

They make certain that feedback to students about their performance focuses on the learning intention and success criteria; likewise, when students assess their own performance, they too focus on the learning intention and success criteria.

Verbs:

1. Learning intentions should be framed around an action verb…





Learning Intentions & Success Criteria Beginnings & Acronyms

We Are Learning To (WALT)

- Decide what you want the students to learn: to know, understand and be able to do.
- Use Bloom's verb
- Refer to WALT at the start of the lesson then refer back at the end of the lesson

This Is Because (TIB)

- State clearly why students need to know this

What I'm Looking For (WILF)

- Clearly outline what the student needs to do to be successful
- Feedback must focus on the success criteria
- Clearly relate to WALT

Planning Learning intentions

Every learning intention also needs to consider who will achieve

- BEYOND the learning goal
- AT the learning goal
- BELOW the learning goal
- This leads into the area of proficiency scales

Learning Intentions that focus on knowledge

Knowledge learning intentions can focus on knowledge *about* a particular topic, knowledge of *how* something is done, knowledge of *why* something happens or knowledge of *what* causes something to happen. For example:

Today I will learn:

- *About different types of energy.*
- *How to construct a wooden box using mitre joints.*
- *Why rabbits are an ecological disaster.*
- *What causes thunderstorms?*

Learning Intentions that focus on skills

- Learning intentions that focus on skills always include the words 'be able to' followed by a verb. For example,

By the end of this lesson/series of lessons I will:

- *Be able to write a recount*
- *Be able to solve a problem using more than one strategy*
- *Be able to work as part of a team*
- *Be able to identify persuasive strategies used by the author in an argument*
- *Be able to experiment with a variety of media in order to achieve a stated effect*
- Often learning intentions that focus on skills will also imply the acquisition of certain knowledge.
- For example, to be able to write a narrative, students must have knowledge of the structures and features of a narrative. That is, they will need to know that narratives typically comprise an orientation, a complication and a resolution.

Learning intentions that focus on understanding

- Learning intentions that focus on understanding are of a higher cognitive order than knowledge and skills. Teachers need to ensure that students are exposed to the prerequisite knowledge and skills necessary before understanding can be developed. Examples include:

Today I will:

- *Understand the causes of an historical event.*
- *Understand the effects of diet on health.*
- *Understand how persuasive language can position the reader to agree with the author.*
- *Understand what happens when our bodies consume carbohydrates.*

Learning Intentions that focus on higher order thinking

- Additionally, for students working at higher cognitive levels, you may also need answers to one or more of these questions.
    - What procedural knowledge do I want students to apply to execute or implement tasks?
    - What analytical skills do I want students to have to distinguish, integrate or deconstruct presented material?
    - What criteria and standards do I want students to evaluate to test and judge presented material?
    - What types of new ideas do I want students to generate, design or construct?
- Learning intentions that focus on application, analysis, critical evaluation and creativity will also imply the acquisition of certain knowledge or understandings.
- For example, to be able to judge which of two advertisements is most effective you would need to know things like what the product was, who is likely to purchase the product, and what things appeal to likely purchasers. Furthermore, you would need to understand the effect of certain colours, typography and emotive word choices used in the two advertisements.

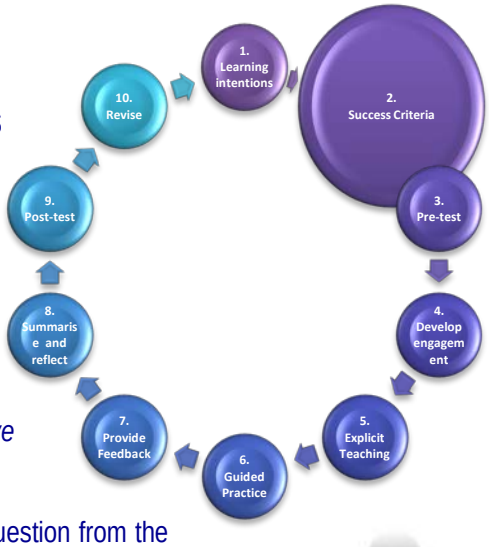
Why are we learning this? (This is Because…)

- After sharing with students *what* they are going to learn, it makes sense to give them a reason for learning it. That is, teachers answer the question, 'Why are we learning this?'
- Broadly speaking, there are two possible answers:
    - *We are learning this because it is something that we need to be able to do if we are going to be successful in school.* (Academic skills)
    - *We are learning this because it is something that we need to know about, understand or be able to do in our everyday lives.* (Life skills)
- Teachers need to explain the academic importance of what they want their students to learn.
- Students need to be able to understand why the 'life skills' are important to learn.

Activity: Write a description of your best friend.
(E.g. what we are doing.)
Learning Intention: To write an effective characterisation.
(E.g. what we are learning.)
Context: Friendship. (E.g. Vehicle for the learning.)

Success Criteria

Determine measurable indicators of success and express these as Success Criteria that will reflect whether students have met the learning intentions.



The success criteria help teachers to decide whether their students have achieved the learning intention. That is:

- *How will I know whether my students have achieved the learning intention?*

Importantly, the success criteria should also answer the same question from the point of view of the student. That is:

- *How will I know whether I've achieved the learning intention?*

- Success criteria summarise the work that the student needs to complete in order to fulfill the learning intention. (I.e. the main things to do include or focus on.)
- Are **linked** to the learning intention;
- Are specific to an activity (although some may be generic);
- Are **discussed and agreed** with pupils prior to undertaking the activity;
- Provide a **scaffold** and focus for pupils while engaged in the activity; and
- Are used as the basis for **feedback** and peer-/self-assessment.

Example of success criteria

A series of dot points might be used to list the success criteria for solving a maths problem. For example,

You will

- provide a written summary of the problem in your own words
- use an appropriate strategy
- explain the process used or the working out
- have an accurate answer, which uses correct terminology
- provide evidence of having checked the answer

For lengthy assessment tasks, however, teachers often use rubrics which will provide students with the success criteria and also with descriptions of a number of different levels of performance in relation to those criteria.

However, if success criteria are to be any use to students, then they need to

- be written in language that students are likely to understand
- be limited in number so students are not overwhelmed by the scope of the task
- focus on the learning and not on aspects of behaviour (eg paying attention, contributing, meeting deadlines etc.)
- be supported, where necessary, by exemplars or work samples which make their meaning clear. (This is probably particularly relevant in the case of rubrics.)
- created, ideally, with input from students so that they have greater understanding and ownership.

Highly motivated students are more likely to check rubrics carefully. Other students will benefit from explicit teaching of key areas in the rubric across the unit.

Effective Feedback

At Ararat College we will provide students with timely feedback, and opportunities for students to act on that feedback.

As always, positive teacher-student relationships are crucial – students will be much more likely to listen to, and act on feedback.

Student self-efficacy is also crucial – students will have more of a growth mindset where they believe they can do something.

Feedback is connected to the learning intention and success criteria. It is a discussion or written dialogue with the student about what they have achieved and where they can focus their effects to move further forward.

Research shows that students who were given grades or grades with comments did not perform as well as those given comments only.

Students are encouraged to compete against themselves, rather than each other.

Provide advice on what the student can do to improve and HOW to achieve that.

Without explaining how, students may not be able to act on feedback.

Vague Feedback	Effective Feedback
Show your working out	Please go back and write out how you have worked this out, step by step, so that I can see the process you have used.
Paragraphing!	Use different-coloured highlighters to identify the number of different ideas you have in this paragraph. Then rewrite the paragraph so that it has only one idea. Put the other ideas into separate paragraphs.
Watch your spelling.	Use the chunking strategy to check the spelling of the words I've highlighted. Rewrite them and check the spelling with a peer or dictionary.
Make your introduction clearer.	Has your introduction included where the events are taking place and who is involved? Rewrite so that you include that information.
Answer the question.	Reread the question and then go through your answer with a highlighter to mark those parts where you think you have answered the question. What do you notice? Please rewrite so that you answer the question more exactly. Omit the 'extra' bits that don't focus on the question.

Although we can't deny the importance of helping a student feel confident, the danger is that we give protective care at the expense of helping a student to learn.

It is better to promote a classroom culture that mistakes are a necessary part of the learning process and minimize (or eliminate!) the feeling that mistakes are bad.

It seems a strange idea that a student might think, "Yes! I made a mistake. Now I can learn from it." But this is precisely the kind of thinking that will benefit students.

> "When giving students feedback, it is the nature rather than the amount of commentary that is critical."

Effective Feedback is…

1. TIMELY *delivered in time for students to do something about it.*
2. PERSONALISED *– when only a small percentage of students in the group need particular feedback, it is not delivered to the entire class, but to the smaller group or individual.*
3. POSITIVE IN TONE *– while feedback must regularly provide information about what to do better, it must be delivered in a way that will enhance the probability that the student/s will accept the feedback as helpful rather than critical in tone. And remember – we are giving feedback in our body language and actions just as much as with our words. Calling on the same students time and again to answer class questions may be sending a message to other students that they are not important or required participants in that discussion.*
4. NOT PRAISE *– while it is natural to praise good work with comments such as "Good work" or "Well done", this kind of feedback does not offer any clues as to what to do next for further improvement. This kind of feedback should be used very carefully, and is best accompanied with details about what was done well and what could be the focus for improvement.*
5. ABOUT THE WORK, THE PROCESS OR SELF-REGULATION. *Feedback should focus on*
   i. ***the work itself*** *– whether it's right or wrong. This is more powerful when it is about faulty interpretations, not lack of information. If students lack necessary knowledge, further instruction is more powerful than feedback information.*
   ii. ***the process the student used*** *(pointing out connections between how they approached the task and the quality of their performance, and alternative suggestions) This is about learning how to learn.*
   iii. *the student's* ***self-regulation****.*
6. JUST THE RIGHT AMOUNT *– whilst you don't want to give too little feedback for the student to act on, two much feedback is likely to be overwhelming and discarded, and can potentially deflate their self-esteem. Pick the most important points, taking into account their developmental level.*
7. MODELLED/DEMONSTRATED *– giving examples of what good work looks like, or examples of the aspect you wish the student to improve, can be very important.*
8. DESCRIPTIVE *– effective feedback describes what students can do to improve as opposed to two-three word phrases such as 'ideas need elaborating' – while this may help students who are familiar and practiced with elaborating, it won't help those who are not familiar with it, and they will need more information about what to do.*
9. IDENTITY-BUILDING *– the language we associate with who students are can empower them to see themselves in roles far beyond the 'student' role we often assign. For example, when conducting science experiments, if you say "As a scientist, you must be careful to observe every detail," you are opening the possibility that students might envisage themselves as scientists rather than students and bridging the connection between the classroom and the wider world.*
10. AGENCY-BUILDING *– when we recognise what students are doing well in their PROCESS we confirm they are on the right track and build their sense of self-efficacy. "How did you figure that out?" invites students to reflect on and explicitly state their strategies or steps - in addition it positions them in the active role. Telling a student an answer or strategy puts them in a passive role. When students articulate what they do they have a sense of agency and are also positioning themselves as 'someone who knows'. "How are you planning to go about this?" emphasises the importance of planning. "What problems did you come across today?" normalises encountering problems.*
11. COMPARED TO APPROPRIATE MEASURES *criterion-reference feedback is good for feedback about the work itself; norm-referenced feedback is good for the student's processes/effort; self-referenced feedback is good for unsuccessful learners who need to see the progress they have made rather than how far they are from the goal.*

Student Self-assessment

At Ararat College teachers provide opportunities and build a classroom culture of student reflection/self-assessment so that students have a greater understanding of themselves as learners.

Ararat College recognises student self-assessment, including the setting, adapting and monitoring of goals, as an important process for improving student learning and developing intrinsic motivation to learn.

What is Student Reflection?

Students who can self-assess are able to articulate the following:

WHERE AM I GOING?

- Learning intentions
- Success criteria
- Goal setting SMARTER* goals

HOW AM I GOING?

- Self-assessment
- Peer-assessment
- Rubrics
- Worked examples
- Exemplars

WHERE TO NEXT?

- Next steps in learning

Self-evaluation is defined as students judging the quality of their work, based on evidence and explicit criteria, for the purpose of doing better work in the future.

Student reflection includes self-evaluation, but also includes a broader set of reflections, including:

- improvements in effort,
- explicitly reflecting on learning strategies,
- obstacles to their learning,
- strengths…

Students should also be reflecting on the lesson's learning intentions and success criteria very explicitly, but many students won't do this as a matter of course, and so it is up to Ararat College teachers to ensure that it happens in a meaningful and ongoing manner.

Defining Self-Assessment to students

Younger students might be provided with a simple definition such as: Self-evaluation is judging the quality of your work. Over time, however, or with older students we would want to expand this definition to include the following two dimensions: Self-evaluation is judging the quality of your work, based on evidence and explicit criteria, for the purpose of doing better work.

Why have Student Reflection?

Research indicates that self-evaluation plays a key role in fostering an upward cycle of learning. It improves self-efficacy and intrinsic motivation. Students take greater responsibility for their own learning.

Caveat

It is not hard to see how a downward cycle could develop if there was a significant gap between students' goals and those of the classroom or if students perceive themselves to be unsuccessful performers. In the downward cycle low self-evaluations lead students to develop negative orientations toward learning, select personal goals that are unrealistic, adopt learning strategies which are ineffective, exert low effort, and make excuses for poor performance.

The problem is that without teacher involvement in student self-evaluation, teachers have no direct knowledge about whether individual students are on an upward or downward path. The choice for teachers is not whether students evaluate their own work (they will regardless of teacher input) but whether teachers will attempt to teach them how to do so effectively.

One suggested model

STAGE 1- Involve students in defining the criteria that will be used to judge their performance. Involving students in determining the evaluation criteria initiates a negotiation. Neither imposing school goals nor acquiescing to student preferences is likely to be as successful as creating a shared set that students perceive to be meaningful. In addition to increasing student commitment to instructional goals, negotiating intentions enables teachers to help students set goals that are specific, immediate, and moderately difficult, characteristics that contribute to greater effort.

STAGE 2- Teach students how to apply the criteria to their own work. Since the goals are not entirely their own, students need to see examples of what they mean in practice. These models or examples help students understand specifically what the criteria mean to them. Teacher modelling is very important, as is providing many examples of what particular categories mean, using language that connects criteria to evidence in the appraisal.

STAGE 3- Give students feedback on their self-evaluations. Students' initial comprehension of the criteria and how to apply them are likely to be imperfect. Teachers need to help students recalibrate their understanding by arranging for students to receive feedback (from the teacher, peers, and themselves) on their attempts to implement the criteria. Having different sources (e.g., peers and teacher) provide data for comparison helps students develop accurate self-evaluations.

STAGE 4- Help students develop productive goals and action plans. Without teacher help, students may be uncertain whether they have attained their goals.

One example of a self-assessment checklist:

Piece: Date:	Name:	
SKILL	Student	Teacher
I have made clear connections between the reading and my own thoughts and opinions.		
I have structured my ideas with a clear introduction, body and conclusion.		
I have demonstrated editing of spelling and punctuation with a different colour pen.		

A space can be left to include an individualized goal for struggling or accelerated learners

Student checks off each item or gives a rating.

The teacher records observations along with notes on a skill they plan to teach.

Developing effective learners:

Effective learners take responsibility for their own learning by actively seeking challenges, demonstrating resilience and reflecting on feedback. They show curiosity and determination to achieve goals which extend their knowledge and skills. By reflecting on their progress and the strategies they used, they can articulate their learning.

A good learner is someone who . . .

- Can articulate what is being learnt, why it is being learnt, and how it is being learnt
- Can self-assess using the assessment tools provided
- Asks relevant questions
- Actively seeks feedback
- Sees errors as opportunities
- Can articulate the next learning steps
- Is resilient and aspires to challenges
- Positively supports peers' learning
- Knows what to do when they get stuck
- Can independently direct their own learning to acquire new knowledge
- Takes risks
- Enjoys acquiring knowledge.

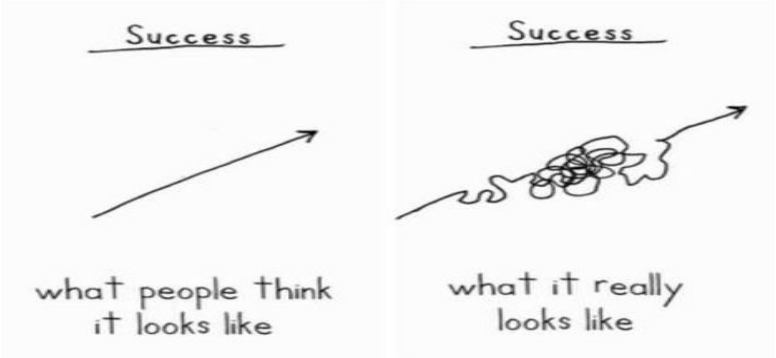
Assessment capable learners:

Are students who:

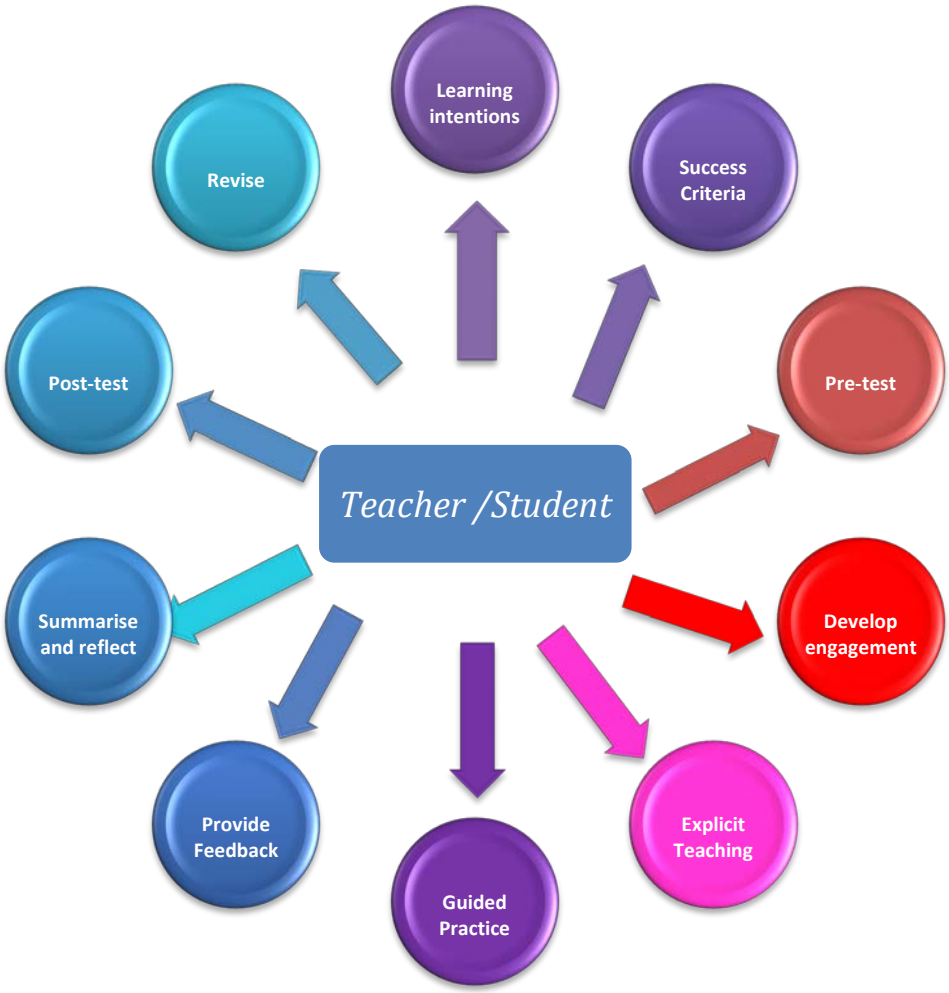
- Know about their learning and can plan their next learning steps with their teacher or a peer
- Are active in their learning
- Understand the assessment tools being used and what their results mean
- Understand the learning intentions of each lesson
- Use success criteria to know if they have achieved the learning intentions
- Can peer-assess against success criteria and give feedback based on the criteria
- Can set smartER goals, then self-monitor their progress

(*SMARTER goals A =Ambitious not achievable, ER = Evaluate and Revisit)

- Can answer: Where am I going? How am I going? Where to next?
- Are able to track their progress using rubrics and/or exemplars



A ten-step effective teaching cycle, combining direct instruction, pre-testing, feedback and post-testing.



Based on the SREAMS model
(Phillip Holmes-Smith)

1. Learning Intentions

Select the unit of work. Determine what you want the students to learn and express this as a Learning Intention.

2. Success Criteria

Determine measurable indicators of success and express these as Success Criteria, that will reflect whether students have met the learning intentions.

3. Pre-Test

Use success criteria to select appropriate assessment tasks or test questions. Administer as a pre-assessment task/pre-test. Analyse information to determine each student's current learning needs and their point of readiness for learning.

4. Develop Engagement

Develop an initial activity that will engage students (the hook).

5. Explicit Teaching

Explicitly teach the knowledge, concepts or skills needed for students to meet the success criteria.

6. Guided Practice

Design learning activities and assessment tasks that provide opportunities for students to practise the skills or use the knowledge and understandings they've gained to demonstrate they are meeting the success criteria.

7. Feedback

Provide quality feedback to students on the extent to which they are meeting the learning outcomes and, most importantly, what they need to do to improve.

8. Summarise and Reflect

Teacher needs to summarise what has been covered and students need to be able to reflect on what they have learnt. This reflection should relate back to the learning intentions and the success criteria.

9. Post-test

Administer the pre-assessment/test as a post-assessment/test and calculate the Pre-test to Post-test effect size to measure overall teaching effectiveness.

10. Revise (Independent Practice)

Provide opportunities for ongoing, scheduled independent practice to embed learning.