Currimundi State School Learning Framework incorporating **ASOT** and **Hattie** (recall ***1 years' gain is 16%*** or effect size = 0.4)

Teacher-Student Relationships ***d=0.72 (26%)***

Teacher Credibility ***d=0.9 (32%)***

DQ 6,7,8,9 + 'Sparks' + Not Labelling Students

Teacher ⟷ **Student**

Seeking help from peers ***d = 0.83 (30%)***

Classroom discussion ***d = 0.82 (29%)***

Reciprocal teaching ***d = 0.74 (27%)***

Student

Peer Influences ***d = 0.53 (20%)***

Cooperative vs Individualistic learning ***d = 0.59 (22%)***

Teacher Clarity ***d=0.75 (27%)***

Every lesson has clearly articulated **lesson intentions** and **success criteria**.

DQ 1, 6 and 10

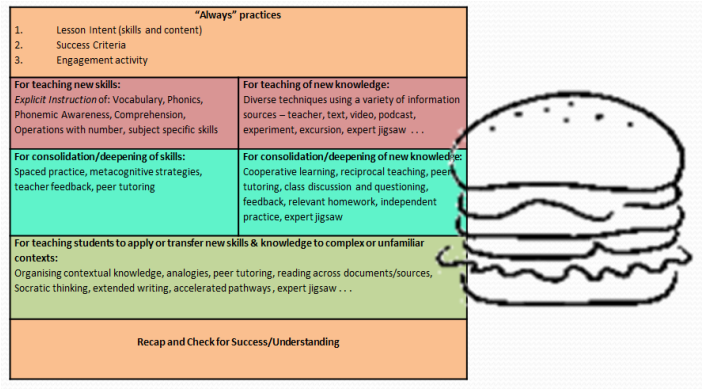
Deep Understanding of AC

Enabling us to effectively and comprehensively teach and assess the AC

Connecting and engaging students with learning.

This is about you being **intentional, purposeful**, and **informed by evidence** in choosing the best teaching approach for the type of learning required.

DQ 2,3,4,5 + The Power of 'YET' + Differentiation



Curriculum

Starting with Achievement Standards and content descriptions, then assessment, moderation, GTMJ, reporting

Skills
what students Do

- **General Capabilities:** Personal and Social, Critical and Creative Thinking, + ***five*** more
- **Subject specific skills**

Knowledge
what students Know

Collective Teacher Efficacy *d = 1.57 (44%)*: A belief that we can achieve something together that individuals may not believe is possible.

"Always" practices:

1. Lesson Intent (skills and content) (26%)
2. Success Criteria (26%)
3. Engagement activity

For teaching new skills:

Explicit Instruction (23-34%) of: Vocabulary (23%), Phonics (26%), Phonemic Awareness, Comprehension, Operations with number, subject specific skills

Guided practice (23%) , scaffolding (29%)

For teaching of new knowledge:

Diverse techniques using a variety of information sources – teacher, text, video, podcast, experiment, excursion, expert jigsaw (**d=1.2 or 38%**) . . .

For consolidation/deepening of skills:

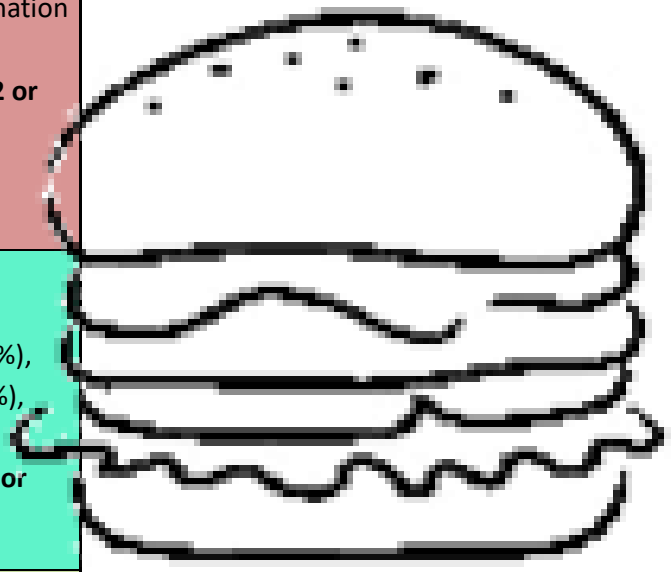
Spaced practice (26%), metacognitive strategies (25%), teacher feedback (27%), peer tutoring

For consolidation/deepening of new knowledge: Cooperative learning (22%), reciprocal teaching 27%), peer tutoring (23%), class discussion (29%) and questioning (27%), feedback (27%), relevant homework, independent practice, expert jigsaw (**d=1.2 or 38%**)

For teaching students to apply or transfer new skills & knowledge to complex or unfamiliar contexts:

Organising contextual knowledge, analogies, peer tutoring, reading across documents/sources, Socratic thinking, extended writing, accelerated pathways , expert jigsaw . . . Age appropriate

Recap and Check for Success/Understanding



When visiting classrooms this is what I ask students:

1. What are you learning?
2. Why are you learning this?
3. How will you know when you have learned this?

When visiting classrooms I focus on:

1. The impact of what you do on student learning.
2. Your own personal evaluation of your impact and how this influences subsequent teaching.
3. How we might work together to build Collective

Fundamental Learning Principles

Learning is Effortful work: Intentional teaching practices for powerful learning – *to build competence*

1. Build "successful reader" skills
2. Reading subject area texts requires explicit instruction – using a before, during and after reading framework – deploying strategies (e.g. 3LG, Cloze, TTB, Graphic Outline) to explicitly build 'successful reader' skills
3. Build Automaticity – to reduce cognitive load - vocabulary is analogous to number facts
4. 30% Multi-tasking "tax" implications
5. ***Active processing of new knowledge*** – individual phase
6. ***Need for deepening of knowledge*** – taps into power of cooperative learning
7. Reduce cognitive load – teacher clarity, instructional design, routines, spaced-practice for automaticity
8. Need for reduced noise when processing complex tasks s (especially teacher-talk)
9. Give time to think and be thoughtful e.g. Questioning – increase wait time to 3-5 seconds
10. Pictorial superiority effect – pair pictures with words to enhance memory **– use narratives, imagery**
11. Embed explicit teaching of thinking skill development within the knowledge of your learning area
12. Use a variety of age-appropriate teaching approaches *and* variety of sources of new information to cater for diversity. **Diversity implies variety:**

    Variety of age-appropriate approaches:
    - cooperative learning – a range of group types and functions, peer tutoring
    - explicit instruction of new skills, spaced practice of new skills till automaticity,
    - hands-on; active learning, role-playing, scenarios,
    - use of ICTs – to investigate, create, communicate,
    - Invoking emotions, use of mental images, use of narrative,
    - tap into the motivational power of social interactions to debate, take perspective, argue

    Variety of sources of new knowledge:
    - teacher,
    - text, video, podcast,
    - experiment, demonstration,
    - excursion, field trip

Learning is not just Cognitive: Creating classroom conditions to learn and thrive – *to build confidence*

1. . . . engender calmness, joy, curiosity, intrigue, relevance, fun, relevance, trust, acceptance, relevance, competence and confidence to reduce anxiety, stress
2. Social, emotional and cognitive dimensions of learning are inextricably entwined therefore . . .
3. High expectations from/for all – parent, principal, teacher, student
4. Promote a Growth Mindset and the power of YET
5. Teach about growth mindset, brain plasticity, hope – so students are empowered with competence and confidence. Tell them how their brain works especially plasticity . . .
6. Feedback . . . (dopamine)
7. Need for sleep and consolidation of memories
8. Motivation - tap into the power of emotions and social motivation
9. Reducing learning anxiety – through classroom climate, peers who say 'mathematics is cool', mindfulness
10. Explicitly develop social-emotional competencies
11. Adopt a Positive Youth Development mindset! Build skills and not just try to fix problems.