

DRAFT

we
teach

together

@KILSYTH PS



AN INSTRUCTIONAL MODEL

Teaching & Learning

@ Kilsyth Primary School...

we **teach** explicitly

we **teach** intentionally

we **teach** consistently

we **teach** creatively

we **teach** by modelling

we **teach** through moments

we **teach** by understanding

we **teach** in teams

we **teach** every individual

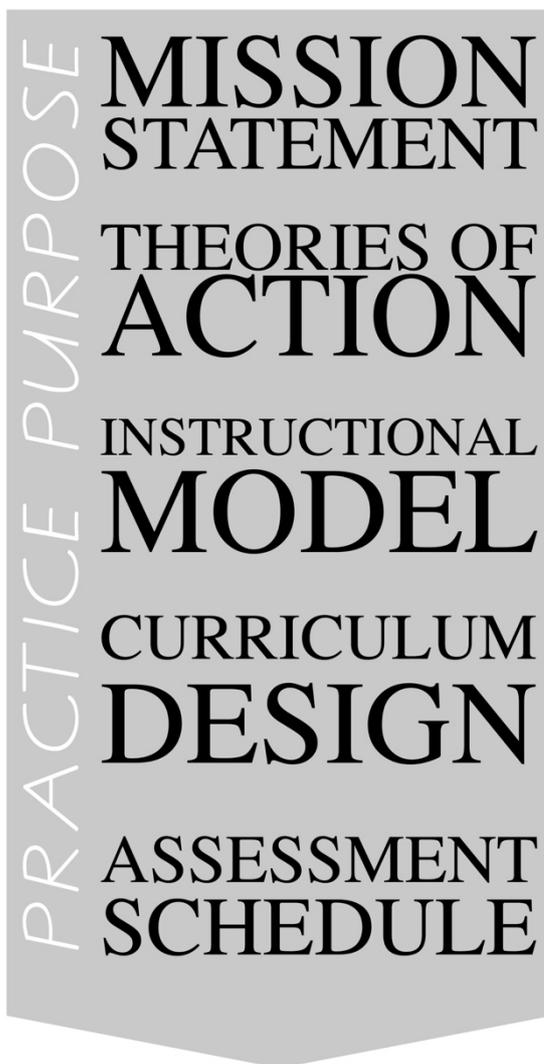
we **teach** to learn

... we **teach together**

the big picture

our purpose

Vision:



Empowered, actively engaged individuals, ready to take on the challenge.

Our work begins and ends with a **vision**. A vision of the future for our students. A vision of what it is that our school community desires for our students. At Kilsyth Primary School our vision is:

“Empowered, actively engaged individuals ready to take on the challenge”

Within this vision, we have a clear understanding of what we want students to *know, do* and *be*. This is articulated in our profile of a Year 6 Graduate. Ultimately we want students take on the challenge of our school motto:

“Be the best you can be!”

In order to see this vision become a reality, we have set ourselves a mission. Our **mission statement** defines the moral purpose that sits behind everything that we do at Kilsyth Primary School. Our mission is:

“To provide powerful learning opportunities through high impact teaching”

In order to achieve this mission, we develop a School Strategic Plan that outlines the key strategies and actions we will employ in pursuit of our vision, refining this annually through our Annual Implementation Plan.

Our actions are informed by contemporary theories of best practice. These **theories of action**, outlined in the following pages, propose a link between cause and effect based on research evidence and then make a commitment to action to achieve this effect:

When ... we undertake a certain action

Then ... we expect a certain effect

So ... we will do this in our practice

*Theories of action define the **purpose** behind the **practice**.*

the big picture

our practice

How we teach for powerful learning...

The practices identified in our stated theories of action have been crafted and combined into an **instructional model** that defines the core pedagogical practices at our school. It is an expectation that all staff follow this model as they plan and implement powerful learning opportunities for our students.

Explained in detail over the following pages, our instructional model outlines how we

- start with a vision of what we want our students to know, do and be
- develop shared learning intentions and success criteria
- gradually release responsibility
- provide students with opportunities to apply, demonstrate and evaluate what they can know, do and be.

This model is underpinned by the High Impact Teaching Strategies published by the Department of Education and Training.

What we teach for powerful learning...

The content that we teach at Kilsyth Primary School is drawn from the Victorian Curriculum. Using this as a starting point, we develop a scope and sequence of the essential elements for every student to learn using a consistent approach across our school planners.

Within our **curriculum design** we ensure that the knowledge, skills and dispositions that we are teaching are differentiated based on student learning needs and personalised to allow every learner to access and engage with the content.

How we monitor powerful learning...

We know powerful learning has occurred when the learner is able to demonstrate new skills, knowledge or dispositions. The evidence collected through these demonstrations provides vital information that supports new powerful learning and guides high impact teaching. Our **assessment schedule** outlines three basic types of assessment to monitor student progress:

- Goal Based Assessments – Where is the learning going? What are their aims?
- Position Based Assessments - Where is the learner now?
- Action/Impact Based Assessments – How will we get there? How did we go?

High Impact Teaching

Vision:

MISSION STATEMENT

THEORIES OF ACTION

INSTRUCTIONAL MODEL

CURRICULUM DESIGN

ASSESSMENT SCHEDULE

Empowered, actively engaged individuals, ready to take on the challenge.

High impact teaching includes specific and intentional use of strategies that have been shown to reliably increase student learning wherever they are applied. Outlined in detail in a booklet produced by the Department of Education and Training, these strategies indicate that high impact teaching:

is demonstrated when the teacher:

- assesses students' prior knowledge
- uses evidence to differentiate learning goals for groups of students based on need
- demonstrates a purpose for learning by linking a specific activity to the learning goals
- provides realistic but challenging goals, and recognises effort towards achieving them.
- explains to students the steps in the lesson, including presenting learning intentions, explicitly presenting new knowledge, identifying planned opportunities for practice, outlining questioning techniques the class will use, and describing the assessment formats
- makes clear connections between the learning goals, activities and assessment tasks
- creates transparent, predictable and purposeful routines for students
- identifies clear transitions between each step in the lesson
- plans the sequence of steps to scaffold student learning
- monitors student understanding and provides feedback.
- explains what students need to know and be able to do by the end of the lesson or unit
- uses worked examples to show students how to do something
- allows students sufficient time to practice what they have learned
- guides student practice by monitoring their work and providing help when it is needed
- reinforces the main points at the end of the lesson.
- scaffolds the acquisition of new knowledge and skills by presenting students with a clear, step-by-step example
- designs worked examples that are accessible to students (self-explanatory) and unpacks the learning process, highlighting options available to arrive at the correct solution
- monitors student learning and supports students to move towards more independent practice.
- regularly sets group tasks and establishes ground rules about how groups operate
- explicitly teaches students to work as a team by assigning different roles within groups so that students take responsibility for particular aspects of tasks
- differentiates learning by assigning group content based on student readiness
- designs tasks that require sharing expertise and ensuring each student's contribution is valued by other students
- promotes interactions by organising students in flexible groupings in which group membership varies and may be based, for example, on friendship, mixed academic ability or common interests.

Our Mission:

“To provide powerful learning opportunities through high impact teaching”

High Impact Teaching

- links multiple exposures to the learning goals
- plans units of work that clearly identify new knowledge and skills that will benefit from multiple exposures
- uses a variety of learning and assessment tasks that vary students' interactions with the knowledge and/or skills, and support transfer of learning.
- negotiates conversational protocols which support all students to make meaningful contributions
- targets questions, or responds to answers, in ways that acknowledge individual needs and potential contributions
- models acceptance and valuing of unusual ideas
- provides stimulus materials that challenge students' ideas and encourage discussion
- engages students in dialogue, continuously extending their thinking and refining students' understanding
- asks questions that probe student thinking and prompt them to justify their responses
- provides feedback and structures opportunities for students to give feedback to one another.
- provides feedback on tasks that challenges students to review, reflect on and refine their understandings at various points in a learning sequence
- gives timely feedback, acknowledging areas well-handled and suggesting areas for improvement
- structures feedback to support further learning
- organises a variety of audiences to provide feedback
- uses student assessment data as a source of feedback on the effectiveness of their teaching practice.
- provides students with specific strategies to set goals, and monitor and evaluate their learning progress
- assists students to identify and use strategies that support them to achieve learning goals
- demonstrates how to use a particular metacognitive strategy in ways that make content knowledge more accessible, malleable and intriguing
- uses a variety of learning and assessment strategies to scaffold and personalise learning
- provides support and scaffolding for tasks through checklists, self-questioning, student-teacher conferences and self-assessment
- uses ICT to increase student choice and flexible learning.
- uses pre-assessment of student readiness, interest and learning profile to understand individual student's needs and strengths
- sets high expectations for all students
- provides students with realistic, challenging goals, and recognise effort
- relies on formative assessment to monitor student learning progress toward and beyond learning goals
- uses a range of teaching strategies that support different abilities and ways of thinking sets open-ended tasks that allow students to work at different levels and paces
- uses group and targeted interventions to remediate learning difficulties
- assesses student work against prior achievements rather than against other students' work.

Ten High Impact Teaching Strategies

- 1. Setting Goals*
- 2. Structuring Lessons*
- 3. Explicit Teaching*
- 4. Worked Examples*
- 5. Collaborative Learning*
- 6. Multiple Exposures*
- 7. Questionings*
- 8. Feedback*
- 9. Metacognitive Strategies*
- 10. Differentiated Teaching*

High Impact Teaching

Student learning outcomes are the best indicator of the impact the teaching is having. We collect a variety of student learning data to be used as evidence of the impact of our practice. The HITS as previously outlined suggest that high impact teaching:

is evident when students:

- actively engage with the learning goals to plan their own learning
- self-monitor their progress, and provide evidence they believe demonstrates they have achieved their goals
- frame future learning goals based on identified strengths and areas for improvement.
- understand the learning goals and success criteria
- understand the lesson routine and confidently negotiate the sequence of steps/activities.
- understand the learning goals and success criteria
- have access to multiple examples before undertaking the learning task
- master the new knowledge and skills before moving on
- receive feedback as needed.
- are engaged and on task because the worked example is pitched at the right level of challenge
- understand that the focus is on understanding the process required to complete the task
- can move with confidence from using worked examples to independent practice.
- understand the protocols for working collaboratively
- accept individual responsibility for participating and contributing to group tasks
- are skilled at providing feedback to each other.
- consolidate their learning through opportunities that engage and re-engage them with new content over a period of time
- feel supported and confident about new learning.
- feel confident to ask questions, speculate and hypothesise, and when they respect others' views
- understand how different types of questions are used to identify and clarify information
- give feedback to one another, and when they build on and challenge one another's ideas.
- understand what they need to do to improve
- feel encouraged and supported to achieve the learning goals
- use feedback to monitor and self-regulate their learning.
- have a repertoire of learning strategies and can select strategies appropriate for the learning goals
- reflect on their learning processes, self-assess and acknowledge the impact of effort on achievement
- actively seek out feedback because they value it as a way to improve understanding of how they learn
- are capable of self-regulation and proactively take control of, and responsibility for, their own learning.
- can choose learning activities based on agreed goals
- are assessed against prior achievements, rather than against other students' work
- are supported and challenged to reach their learning potential.

High Impact Teaching

When determining what is considered to be best practice in teaching and learning, identifying ineffective and potentially detrimental practice can be just as important as identifying high impact strategies. High impact teaching:

is NOT demonstrated when the teacher:

- implies by words or actions that some students are not expected to achieve the learning goal
- praises all work regardless of quality and effort
- assesses student work against other students' work, rather than against prior achievement and individual learning goals.
- lesson structures keep changing, producing unhelpful unpredictability in the classroom environment.
- is didactic, using teacher-centred, uninterrupted monologue with few opportunities for students to be active in the learning
- restricts class discussions and student input is discouraged
- responds judgmentally to students' attempts at problem solving activities rather than treating each attempt as an opportunity for further learning.
- introduces new knowledge and skills with worked examples that are too complex and inaccessible to learners
- uses the same worked examples for all learners, including those with an already advanced knowledge of the topic or subject matter.
- dominates class discussion
- allows a few students to dominate discussion
- gives students few opportunities to interact with, and support, each other.
- repeats the same activity many times with no variation in context, resulting in dull repetition
- does not provide timely feedback, resulting in students repeating mistakes multiple times.
- mainly asks questions that are closed, focuses on recall of information, and having one 'right' answer
- allows insufficient wait time for students to think about the question and their possible responses
- consistently relies on a few students to respond and does not engage all students in discussion
- allows the class discussion to wander without focus
- dominates the discussion and does not allow students to
- interact, challenge viewpoints and speculate.
- provides feedback that is about the person (such as, 'you are my best student') or vague (such as, 'good job')
- only provides feedback about students' performance in formal, summative assessment situations, without the opportunity for students to refine and develop understandings on the basis of instructive feedback.
- gives students a choice of activities but does not explain how they can use specific strategies to achieve particular learning goals
- does not encourage students to take responsibility for their own learning, or for applying metacognitive strategies.

Our Goal for Teaching

Effective Teacher Profile – The HITS

1 Effective teachers set and communicate clear lesson goals to help students understand the success criteria, commit to the learning, and provide the appropriate mix of success and challenge.

7 Effective teachers regularly use questioning as an interactive means to engage and challenge students and use it as a tool to check student understanding and evaluate the effectiveness of their teaching.

5 Effective teachers provide opportunities for students to participate in flexible groups that collaborate on meaningful tasks, and respond to questions that support achievement of learning goals

2 Effective teachers plan and deliver structured lessons which incorporate a series of clear steps and transitions between them, and scaffold learning to build students' knowledge and skills.

9 Effective teachers use metacognitive strategies to help students develop awareness of their own learning, to self-regulate, and to drive and sustain their motivation to learn.

4 Effective teachers use worked examples to reduce student cognitive load, enabling them to focus on understanding a process which leads to an answer, not the answer itself.

6 Effective teachers provide multiple opportunities and experience involving interaction with relevant information and understand how this supports a new knowledge construct to be created in working memory and then transferred to long-term memory.

3 Effective teachers use explicit teaching to provide instruction, demonstrate concepts and build student knowledge and skills. In explicit teaching practice, teachers show students what to do and how to do it and create opportunities in lessons for students to demonstrate understanding and apply the learning.

10 Effective teachers use evidence of student learning readiness, learning progress, and knowledge of individual student learning profiles, to make adjustments for individuals so all students experience challenge, success and improved learning.

8 Effective teachers use two-way feedback to gather information about a student's understanding, to assist students to advance their own learning, and to verify the impact of their own practice.

Our Goal for Students

Year 6 Graduate Profile

As students leave Kilsyth Primary School at the end of Year 6, we expect them to:

have a deep knowledge and understanding of...	<ul style="list-style-type: none">• all areas of the Victorian Curriculum at, or above, the expected level• what it means to show resilience, be respectful and strive for excellence• how the learning cycle works and how to investigate to learn• how to respond in a variety of social situations, including conflict• what it means to be a part of the community• how to effectively communicate their needs and wants• how they learn best	KNOW
demonstrate a strong capability and skill to...	<ul style="list-style-type: none">• use their voice effectively to promote positive change in our community• work through problems and determine the best possible solution• adapt knowledge to new situations, finding novel ways to approach problems and• value and respect diversity and difference• make friends and to be resilient, responsible, kind, and respectful• listen attentively and show empathy to others• reflect on their own actions and take responsibility for their own learning	DO
model the character and dispositions of ...	<ul style="list-style-type: none">• accomplished critical and creative thinker who analyse, evaluate, hypothesis and apply a range of strategies in response to different challenges• confident and curious learners consistently questioning and seeking new knowledge and deeper understanding• skilled collaborators, capable of working with a range of people to achieve outcomes greater than those working alone• highly organised in thought and action, seeking excellence at every stage• responsible risk takers, willing and able to step outside their comfort zone and challenge their limits• positive and proactive, always looking for the next best step forward	BE

and to embody the values of our school community:

excellence, resilience, respect

Theories of action

Vision:

MISSION
STATEMENT
THEORIES OF
ACTION

INSTRUCTIONAL
MODEL

CURRICULUM
DESIGN

ASSESSMENT
SCHEDULE

Empowered, actively
engaged individuals,
ready to take on the
challenge.

Make expectations clear

When...

learning intentions and success criteria are clearly defined, co-constructed, shared, understood and owned by students...

Then...

students feel more secure about their learning, know what is expected of them, and become more engaged and willing to take risks in their learning...

So...

we plan learning intentions and success criteria and begin every lesson exploring and refining these collaboratively with students

Set achievable goals

When...

we develop realistic but challenging goals with students and personalise learning opportunities based on these goals...

Then...

a culture of high expectations is embedded, student agency increase and student ownership of their learning progress increases...

So...

we set goals in collaboration with students, based on evidence of the students current learning needs. We make explicit the connection between a student's personal goal, learning activities and assessment tasks

Collect evidence of progress

When...

students self-monitor their progress and provide evidence they believe demonstrates they have achieved their goals and teachers gather and analyse evidence of student learning...

Then...

student confidence in themselves as learners increases, learning activities can be differentiated based on need and future learning goals can be framed based on identified strength and areas for improvement

So...

we undertake formative and summative assessment and provide explicit, supported activities for students to be actively involved in the monitoring of their learning

Theories of action

Use assessment OF, FOR & AS learning

When...

multiple forms of assessment and feedback are used, which are fit for purpose, moderated collegially, meaningful to students and analysed to inform and improved practice...

Then...

student engagement and achievement are enhanced, learning programs are refined and directed to student learning needs and high expectations of progress and achievement are reinforced

So...

we provide multiple opportunities for students to monitor and evaluate their own progress and work collaboratively as teachers to analyse and evaluate student learning data

Give and receive feedback

When...

effective and meaningful feedback is provided to both students and teachers in a timely and structured manner, based on evidence and data from a variety of audiences...

Then...

students and teachers understand what they need to do to improve and feel encouraged and supported to achieve their learning goals...

So...

we use assessment data and other evidence to give and receive feedback Teacher ⇌ Student, Student ⇌ Student, Teacher ⇌ Teacher to 'Feed Up', 'Feed Back' and 'Feed Forward'

Consider and act on feedback

When...

feedback, data and other evidence of practice is reflected upon and considered, and students are explicitly taught self-questioning, self-regulation and other metacognitive strategies...

Then...

students develop awareness of themselves as learners, self-regulating and taking control of, and responsibility for, their own learning and take steps to improve toward their goals ...

So...

we provide students with specific tools and support such as checklists, self-questioning, student-teacher conferences and self-assessments, assisting them to identify strategies that help achieve learning goals

Theories of action

A vision that focuses on the whole child

If

our desired outcomes for students focus on knowledge and understanding, skills and capabilities and character and disposition...

Then

'deeper learning' is achieved as students acquire core academic content, higher order thinking skills and learning dispositions...

So

we develop a vision of what we want students to KNOW, DO and BE

Developing independent learners

If

responsibility for learning shifts from the teacher to the student in a gradual, structured and purposeful way...

Then

students become more competent, independent learners capable of self-managing, self-monitoring and self-modifying, with a sense of voice and agency and a commitment to extending and applying their learning...

So

we implement a gradual release of responsibility that provides explicit opportunities for focused instruction, guided instruction, collaborative learning and independent learning

Teacher role

Focused Instruction

Student role

Define the purpose and expectations of the lesson

Contribute to development of success criteria

Model thinking and understanding of the content

Listen attentively and identify own learning goal

Activate background knowledge and link context

Make connections to previous learning

Teacher role

Guided Instruction

Student role

Provide multiple examples and opportunities to practice

Attempt to replicate skill, practice application

Require frequent responses and check for understanding

Contribute to discussions, respond and question

Prompt, guide, scaffold tasks, target support, give feedback

Receive and act on feedback from teacher

Teacher role

Collaborative Learning

Student role

Provide opportunities for students to apply learning

Consolidate thinking and understanding

Actively monitor and maintain accountability

Apply learning, experiment and wrestle with problem

Question/guide and identify and challenge misconceptions

Negotiate, discuss ideas, give/receive peer feedback

Teacher role

Independent Learning

Student role

Determine readiness for differentiated authentic task

Monitor progress toward goals

Allow students to apply and demonstrate understanding

Modify approach and determine next steps

Provide immediate, affirmative and corrective feedback

Practice and demonstrate understanding

Why a whole school instructional model?

We have a staff of highly capable, highly knowledgeable teachers and support staff, working as team. Within this team we have a depth of experience and a broad range of expertise. To maximise the impact of these skills, knowledge and expertise we need to pull together, collaborate and synergise. Having a whole school instructional model supports us in doing this by providing:

a *Consistent* approach

We know that a consistent approach to teaching and learning is imperative if we are to drive an improvement in student learning outcomes. Having a clearly articulated instructional model, with documented examples of how the model looks in action sets the expectations for the practices to be implemented in every lesson and every class. To be able to ensure a consistent approach, we need a whole school instructional model.

a *Committed* approach

We share a moral purpose as a staff. We are committed to achieving our school vision and mission. By defining and documenting our instructional model, we are making clear the actions that we commit to take, as a whole staff, to achieve our goals. To support a shared understanding of just what we are committing to, we need a whole school instructional model.

a *Comprehensive* approach

It can be easy in teaching to know a little about many things. Earlier in this booklet, high impact teaching strategies, used by effective teachers to provide powerful learning were defined. It is these strategies that we focus our energy on, that we seek to refine, that we expect to see embedded in our practice. To avoid an superficial approach to teaching and learning, we need a whole school instructional model.

a *Communicated* approach

A common language allows for effective communication, sharing of ideas and effective collaboration. Sharing our practice with our community promotes the great things that we do at our school. Being public about our intention and our commitment to action also holds us to account for those actions. To clearly communicate how we provide powerful learning opportunities through high impact teaching, we need a whole school instructional model.

*To put our purpose into practice,
we need a whole school instructional model.*

Vision:

MISSION
STATEMENT

THEORIES OF
ACTION

INSTRUCTIONAL
MODEL

CURRICULUM
DESIGN

ASSESSMENT
SCHEDULE

Empowered, actively
engaged individuals,
ready to take on the
challenge.

Instructional Model

The instructional model on the next page is a visual representation that guides the learning and teaching practices in our school. The coloured arrows show the essential elements that occur within and across lessons, with the Gradual Release of Responsibility forming the heart of our model.

This model has been developed based on our Theories of Action and relies heavily on the use of High Impact Teaching Strategies as outlined earlier in this booklet. Beginning and ending with a vision of what we want students to know, do and be, this model seeks to provide the link between our purpose and our practice.

Vision:

MISSION STATEMENT
THEORIES OF ACTION
INSTRUCTIONAL MODEL
CURRICULUM DESIGN
ASSESSMENT SCHEDULE

Empowered, actively engaged individuals, ready to take on the challenge.

Every lesson

Lesson structures reinforce routines and scaffold learning, optimising class time. We plan our sequence of teaching and learning activities to optimise time on class, build a positive climate with smooth transitions and stimulate and maintain engagement by linking lesson and unit learning.

Our lessons:

- Begin with a whole class focus time (5 -10mins)
- Provide an extended time for learning activities (40-50mins)
- End with a whole class reflection time (5-10mins)

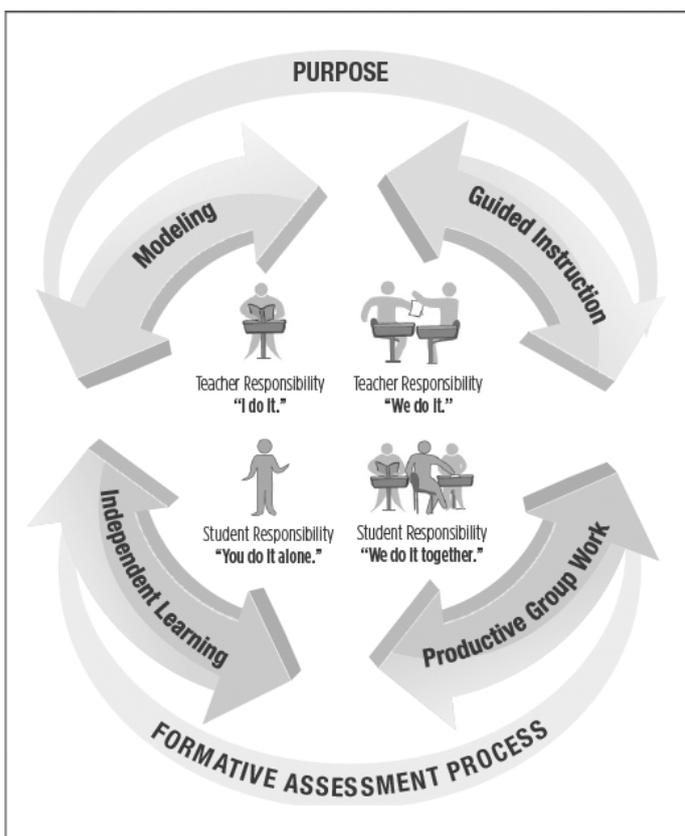
Learning Sequences

Our planned learning sequences may take place within a lesson, or over an extended series of lessons.

All of our learning sequences, regardless of content to be taught, are carefully structured to provide opportunities for

- Focused Instruction
- Guided Instruction
- Collaborative Learning
- Independent Learning

gradually releasing the responsibility for learning from the teacher to the students.



INSTRUCTIONAL MODEL



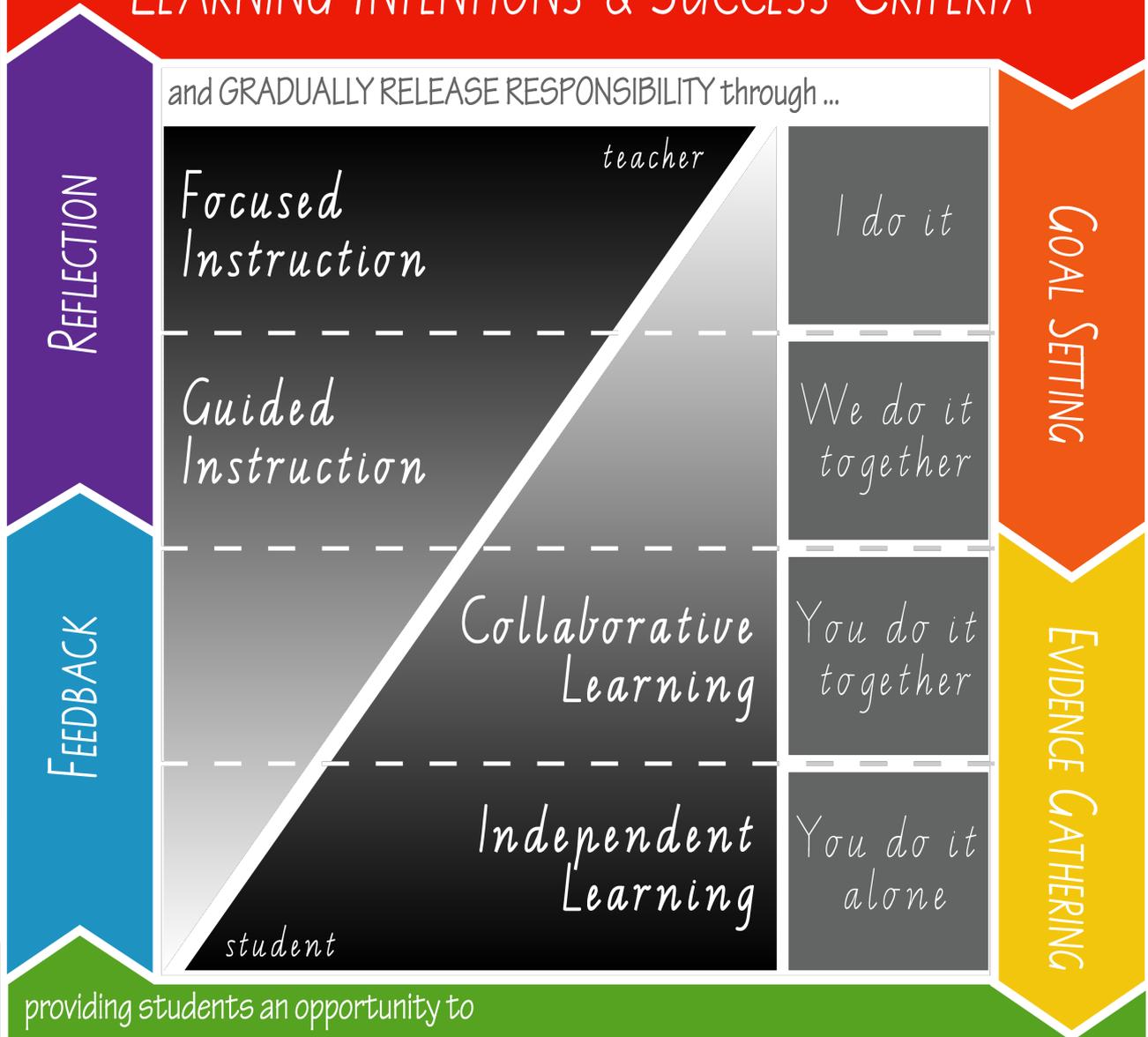
We have a vision of what we want students to ...

KNOW, DO & BE

so we develop shared ...

LEARNING INTENTIONS & SUCCESS CRITERIA

and GRADUALLY RELEASE RESPONSIBILITY through ...



providing students an opportunity to

APPLY, DEMONSTRATE & EVALUATE

what they can...

KNOW, DO & BE

Instructional Model

In Reading Lessons

Our approach to teaching reading at Kilsyth Primary School is outlined in detail in the supplementary booklet “We TEACH READING together at Kilsyth PS”. An example of how we structure and teach reading is provided later in this booklet and shows how our approach incorporates:

- modelled reading
- guided reading
- shared reading
- independent reading
- phonemic awareness

and draws upon a CAFÉ/Daily 5 model, consistent with our whole school instructional model.

In Writing Lessons

Outlined in detail in the supplementary book “We TEACH WRITING together at Kilsyth PS”, our approach to the teaching of writing follows a Writer’s workshop model, delivered through a Gradual Release of Responsibility. Our approach incorporates:

- Modelled writing
- Shared writing
- Interactive writing
- Guided writing
- Independent writing

and draws upon the 6 Traits +1/VOICES model

In Numeracy Lessons

The supplementary booklet “We TEACH WRITING together at Kilsyth PS” shows how we use the gradual release of responsibility model and our lesson cycle to develop student proficiency in:

- Problem Solving
- Understanding
- Reasoning
- Fluency

across every topic and learning sequence.

In other subject areas

All subject areas within our school follow this instructional Model. Both our generalist and specialist lessons are planned and delivered using this approach. It is recognised that in different classroom settings the implementation may appear different, particularly in the order or timing of the lesson elements, however every element is present in every lesson sequence regardless of subject or speciality area.

Instructional Model

Every Lesson

1

Learning Intentions and Success Criteria

- These are developed in planning and discussed with students every lesson.
- Students should participate in the discussion as learning intentions are shared and success criteria are explored and refined

<https://goo.gl/7vNBvF>

Student Learning Goals

- Students are given appropriate support to link the learning intention for the lesson to their personal mid-long-term learning goals
- Based on their own strengths and areas for improvement, students set their own learning targets for the lesson

<https://goo.gl/UEiJds>

3

Gathering Evidence of Learning

- Teachers use questioning and other techniques to check for understanding in students – both content and the task
- Students use worked examples, the success criteria and other strategies to identify what evidence might be useful to monitor their learning progress

<https://goo.gl/6YU8v3>

Apply, Demonstrate and Evaluate Learning

- Students are given ample time to practice the skills, collaborate with their peers to apply their learning, and receive further guidance instruction
- Throughout this phase of the lesson students are encouraged to refer back to their goals and the LI/SC and self-monitor their progress

<https://goo.gl/PcLPbu>

5

Giving and Receiving Feedback

- Students share feedback with a clear focus on 'where they are going,' 'how they are going' & 'next steps to take' based clearly on the evidence of stage 4
- Teachers gather feedback from students on how well the learning intentions have been addressed in the lesson and how other support might be provided

<https://goo.gl/ykHMGd>

Reflecting on the Lesson

- At the end of the lesson explicit time is given to a reflective discussion on the lesson, the demonstration of the success criteria, the attainment of learning goals and the part students played in their own learning
- Students are supported in deciding on next steps to take in their learning

<https://goo.gl/7f9Hja>

2

4

6

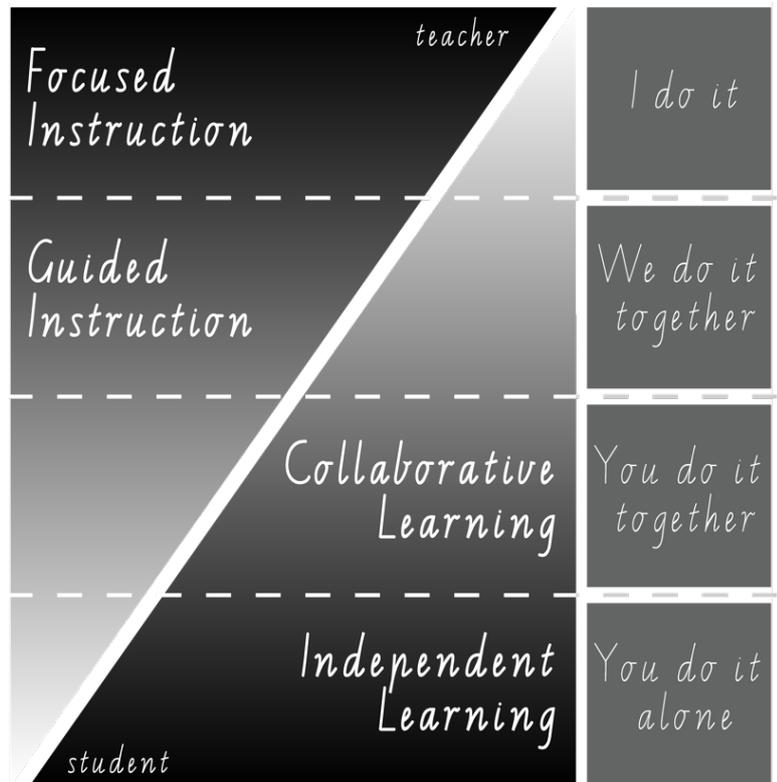
Instructional Model

This section is an adaptation of Chapter 1 of
*Better Learning Through Structured Teaching:
A Framework for the Gradual Release of Responsibility*
by Douglas Fisher and Nancy Frey

Learning Sequences

The gradual release of responsibility instructional framework purposefully shifts the cognitive load from teacher-as-model, to joint responsibility of teacher and learner, to independent practice and application by the learner. It stipulates that the teacher moves from assuming "all the responsibility for performing a task ... to a situation in which the students assume all of the responsibility". This gradual release may occur over a day, a week, a month, or a year.

The diagram below maps out the phases of learning, indicating the share of responsibility that students and teachers have in each. This model does not suggest that every lesson must always start with focused instruction (goal setting and modeling) before progressing to guided instruction, then to collaborative learning, and finally to independent tasks. Teachers often reorder the phases—for example, begin a lesson with an independent task, such as quiet reading or a quick-write, or engage students in collaborative peer inquiry prior to providing teacher modeling. What is important and necessary for deep learning is that students experience all four phases of learning when encountering new content. The gradual release of responsibility instructional framework is recursive, and a teacher might reassume responsibility several times during a lesson to reestablish its purpose and provide additional examples of expert thinking.



Teachers often reorder the phases—for example, begin a lesson with an independent task, such as quiet reading or a quick-write, or engage students in collaborative peer inquiry prior to providing teacher modeling. What is important and necessary for deep learning is that students experience all four phases of learning when encountering new content. The gradual release of responsibility instructional framework is recursive, and a teacher might reassume responsibility several times during a lesson to reestablish its purpose and provide additional examples of expert thinking.

Focused Instruction

Focused instruction is an important part of the overall lesson design. This phase includes establishing a clear lesson purpose. It is essential to ensure that students grasp the relevance of the lesson and this occurs when the purpose is linked to the students' own goals. It is not enough to simply state the lesson purpose. We must ensure that students have opportunities to engage with the purpose in a meaningful way and obtain feedback about their performance.

In addition to establishing purpose, the focused instruction phase of learning provides students with information about the ways in which a skilled reader, writer, or thinker processes the information under discussion. Typically, this is done through direct explanations, modeling, or think-alouds in which the teacher demonstrates the kind of thinking required to solve a problem, understand a set of directions, or interact with a text.

Focused instruction is typically done with the whole class and usually lasts 15 minutes or less—long enough to clearly establish purpose and ensure that students have a model from which to work. Note that focused instruction does not have to come at the beginning of the lesson, nor is there any reason to limit focused instruction to once per lesson.

Guided Instruction

The guided instruction phase of a lesson is almost always conducted with small, purposeful groups that have been composed based on formative assessment data. The key to effective guided instruction is planning. These are not random groups of students meeting with the teacher; the groups consist of students who share a common instructional need that the teacher can address.

Guided instruction is an ideal time to differentiate. As Tomlinson and Imbeau (2010) have noted, teachers can differentiate content, process, and product. Small-group instruction allows teachers to vary the instructional materials they use, the level of prompting or questioning they employ, and the products they expect.

A single guided instructional event won't translate into all students developing the content knowledge or skills they are lacking, but a series of guided instructional events will. Over time and with cues, prompts, and questions, teachers can guide students to increasingly complex thinking. Guided instruction is, in part, about establishing high expectations and providing the support so that students can reach those expectations.

Collaborative Learning

When done right, collaborative learning is a way for students to consolidate their thinking and understanding. Negotiating with peers, discussing ideas and information, and engaging in inquiry with others gives students the opportunity to use what they have learned during focused and guided instruction.

Collaborative learning is not the time to introduce new information to students. This phase of instruction is a time for students to apply what they already know in novel situations or engage in a spiral review of previous knowledge.

It is important, too, that you allow collaborative learning to be a little experimental, a little messy. In order for students to consolidate their thinking and interact meaningfully with the content and one another, they need to encounter tasks that will reveal their partial understandings and misconceptions as well as confirm what they already know. If you are pretty certain your students will be able to complete a collaborative learning task accurately the first time through, that task would probably be better suited to the independent learning phase.

Collaborative learning is also a perfect opportunity for students to engage in accountable talk and argumentation. Accountable talk is a framework for teaching students about discourse in order to enrich these interactions. These include staying on topic, using information that is accurate and appropriate for the topic, and thinking deeply about what the partner has to say. Students are taught to be accountable for the content and to one another, and they learn techniques for keeping the conversation moving forward, toward a richer understanding of the topic at hand.

Collaborative learning situations help students think through key ideas, are a natural opportunity for inquiry, and promote engagement with the content. As such, they are critical to the successful implementation of the gradual release of responsibility instructional framework.

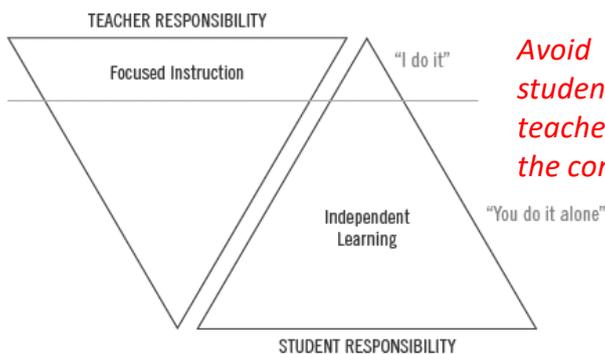
Independent Learning

The ultimate goal of instruction is that students be able to independently apply information, ideas, content, skills, and strategies in unique situations. We want to create learners who are not dependent on others for information and ideas. As such, students need practice completing independent tasks and learning from those tasks. The effectiveness of independent learning, however, depends on students' readiness to engage in it; too many students are asked to complete independent tasks without having received the focused or guided instruction they need.

When students are ready to apply skills and knowledge to produce new products, there is a range of independent tasks that might be used. Our experience suggests that the more authentic a task is, the more likely the student is to complete it. For example, a kindergarten teacher might ask a student to read a familiar book to three adults, a 6th grade science teacher might ask a student to predict the outcome of a lab based on the previous three experiments, and a high school art teacher might ask a student to incorporate light and perspective into a new painting. What's essential is that an independent learning task clearly relate to the instruction each student has received and yet also provide the student an opportunity to apply the resulting knowledge in a new way.

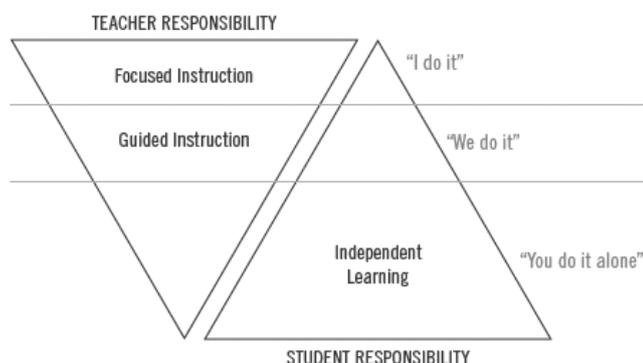
Variations to avoid

As mentioned in the preceding pages, there is some scope for variation within this model on the understanding that all four aspects of the model are engaged at some point in the learning cycle. Skipping or omitting a phase, or failing to plan the flow of phases with a clearly defined intent can result in situations that fail to adequately transfer the responsibility for learning resulting in poor student learning outcomes.

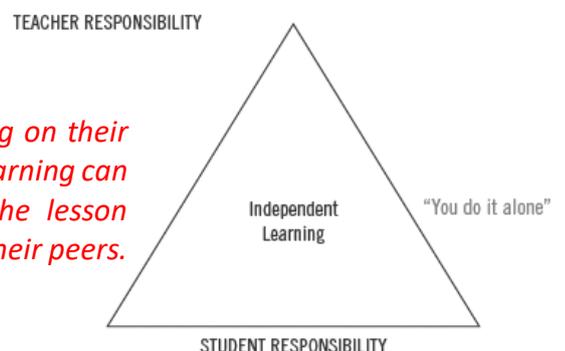


Avoid jumping straight from teacher modeling to students completing tasks individually. Here the teacher fails to develop students' understanding of the content through purposeful interactions.

Avoid simply expecting students to learn everything on their own. Although extended periods of independent learning can be positive, students need to be reminded of the lesson purpose, receive expert thinking and interact with their peers.



Avoid skipping the collaborative learning stage. Without this phase there is the missed opportunity for accountable talk, peer feedback and informal checks for understanding between peers.



Instructional Model

In Reading (a model lesson)

Mini Lesson (10-15 mins) Focused Instruction

A short, explicit teaching of a single reading strategy. The strategies should be targeted to address, in a timely way, challenges that readers are facing.

This may include:

Read Aloud

Shared Reading

Comprehension Strategy

Mechanics of Reading Strategy

Independent Practise (35 mins) Collaborative Learning/Independent Learning

This may include:

Independent Reading (Individual conferences and goal setting)

Reading Focus Group

Word Work

Shared Reading

Reading Response

Literature Circles

Sharing Time (5 mins) Collaborative Learning

Sharing is voluntary.

Sharing time may also include a discussion of problems that emerged, or observations made by the teacher, or with a follow up to the mini lesson.

Instructional Model

In Writing (a model lesson)

Structure of a Writer's Workshop

Mini Lesson (10 mins) Focused Instruction

A short, explicit teaching of a single writing strategy. The strategies should be targeted to address, in a timely way, challenges that writers are facing.

This may include:

Modelled Writing

Shared Writing

Writer's Craft (Word Choice, Sentence Fluency, Structure)

Editing Skills (Punctuation, Spelling, Grammar)

Independent Practise (35 mins) Collaborative Learning/Independent Learning

This may include:

Independent Writing (Individual conferences and goal setting)

Interactive Writing

Guided Writing

Sharing Time (10 mins) Collaborative Learning

Sharing with a small focus group

Feedback (peer and teacher)

Instructional Model

In Numeracy (a model lesson)

Vision:

Curriculum Design

MISSION
STATEMENT

THEORIES OF
ACTION

INSTRUCTIONAL
MODEL

CURRICULUM
DESIGN

ASSESSMENT
SCHEDULE

Empowered, actively
engaged individuals,
ready to take on the
challenge.

Assessment Schedule

Vision:

MISSION STATEMENT

THEORIES OF ACTION

INSTRUCTIONAL MODEL

CURRICULUM DESIGN

ASSESSMENT SCHEDULE

Empowered, actively engaged individuals, ready to take on the challenge.

Forms of Assessment

		Assessment Type		
		Goal Based <i>Where is the learner going? What are their aims?</i>	Position Based <i>Where is the learner now?</i>	Impact Based <i>How will we get there? How did we go?</i>
Teacher	Clarifying, sharing and understanding learning intentions and success criteria		Evidence of learning	Feeding Back / up / Forward
Peer			Activating students as learning resources for one another	
Learner			Activating students as owners of their own learning	

Based on the work of Dylan Wiliams