Teaching for Impact

Shaping the future

Contents

Message from the Director General

Educators know that of all the factors that impact on student learning, the most powerful factor that we can control is the quality of teaching. If we are to boost the achievement and wellbeing of our students, we need to support every teacher to be their best.

In my discussions with school staff across the regions, it is evident that a statement from the Department describing highly effective teaching would be helpful. Teaching for Impact is a major component of the Quality Teaching Strategy and is the result of wide consultation with school staff. It shares our position and understanding of effective teaching practice and is grounded in evidence, and the practical experience of teachers and principals across Western Australia. It has been made by the profession for the profession.

The Teaching for Impact overview outlines what teachers believe, know and do. The supporting resources elaborate on the what, why and how of the elements we identified as having significant impact on student outcomes in their school.

I acknowledge the great teaching in our classrooms, and I know that for many of you, some of these elements will not be new. The strength of Teaching for Impact is that the elements are brought together in one place, providing a common language across schools, and supporting a unified public school system.

There is no single formula for how Teaching for Impact should be used in each school. Every school has unique circumstances, and principals and their staff will work collaboratively to make decisions about how the resource will be implemented to best assist improved teaching and learning.

Teaching for Impact will guide schools to focus on the elements that have the biggest impact on student wellbeing and achievement. I am confident that this new resource will provide practical support to assist you with your ongoing efforts to drive school improvement and increase student outcomes.

Lisa Rodgers
Director General

Acknowledgement of Country

We acknowledge and respect the traditional custodians of the lands and waters on which our students live and are educated throughout Western Australia.

We acknowledge and understand that Elders, parents, families and communities are the first educators of their children and we recognise and value the cultures and strengths that Aboriginal children bring to the classroom. Aboriginal people have a long tradition of teaching and learning through sharing their connections with country, community, language and culture, and through their oral histories, stories and lived experiences that are passed from generation to generation.

We recognise and value the learning that Aboriginal children bring with them from their homes and communities into the classroom.

The word Aboriginal is taken to mean Aboriginal, Aboriginal and Torres Strait Islander, and Indigenous. When referring to individuals, use the term Aboriginal person.

This artwork was created by Rosie Paine for Teaching for Impact. Rosie is a Yilka, Wongutha, Noongar and Yamatji artist, and deputy principal, living on Noongar Country. She explains:

The central dots in the first painting represent teachers and how effective teaching is key to unlocking students' potential. Most importantly it represents how teachers are among the most powerful influences on student learning. Around the central dots are purple U shapes representing that the success of all students is a shared responsibility and that all students have the right to be actively involved in their learning. The lines coming out from the centre symbolise how all students have the potential to learn and succeed.
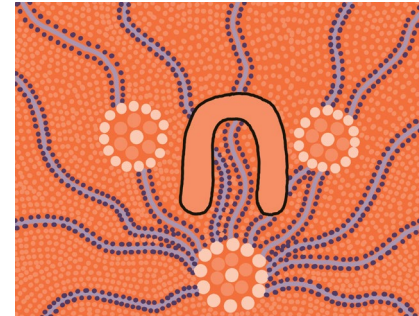
At the centre of the second art piece is an orange U shape representing teachers. To the left of the U shape is a circle of dots symbolising that teachers know the content of the curriculum. To the right of the U shape is another circle of dots representing that teachers know the instructional strategies that have the greatest impact. Directly in front of the U shape is another circle of dots, representing that effective teachers know their students. Coming from this are purple lines representing the growth that comes from effective teachers knowing their students, knowing the content of the curriculum, and selecting instructional strategies that have the greatest impact on student success.

At the centre of the third piece of art, the green U shapes represent engagement between teachers and students. The central circle of dots represents the Department of Education. The large circle around this has five dotted circles representing the continual cycle of plan, teach, practise, apply and assess. The yellow lines coming from the central circle of dots represent the growth we achieve when we all work together.

The artwork remains the intellectual property of Rosie Paine. Its use is restricted to Teaching for Impact.

Key messages

1 Improving the quality of teaching across all of our schools is a major focus.

2 Our teachers do a really good job, and are always aiming for improvement.

3 The responsibility for improving teaching practice is a shared responsibility. Teachers, principals and the system all need to play their part.

4 To improve teaching practice within a school and across schools there needs to be a shared understanding of what constitutes highly effective practice.

5 Teaching for Impact is not a recipe for teaching.

6 We expect that Teaching for Impact will be used differently in different schools.

7 Sustained improvement in teaching practice will need a whole school approach.

8 We acknowledge that no document, such as Teaching for Impact, no matter how good it is, will on its own produce a change in people's behaviour.
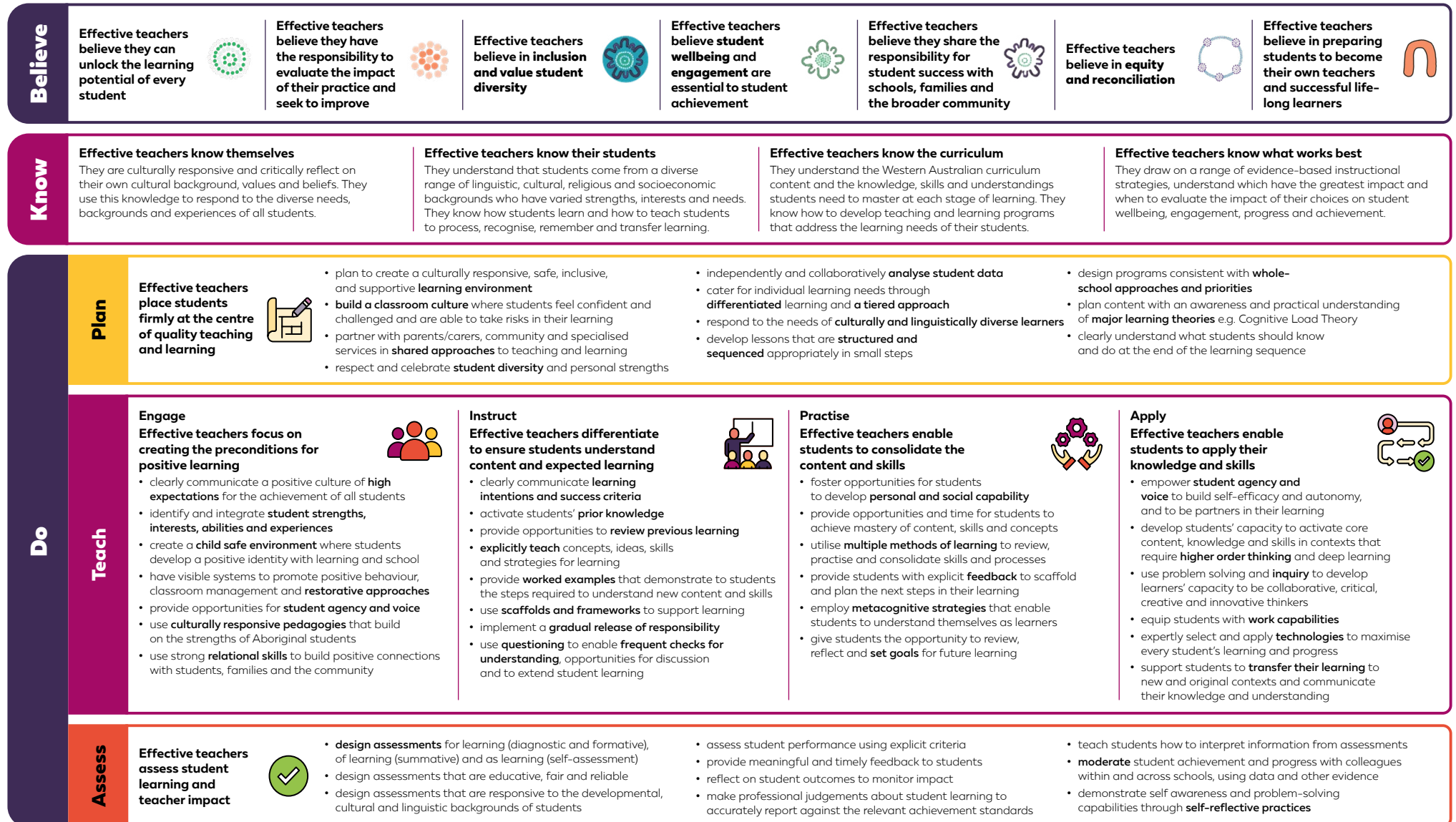
9 Our strategy to improve the quality of teaching is based on support for individual teachers and also for principals.

10 New capability building opportunities will be offered to school leaders and teachers.

Overview

What effective teachers believe, what they know, and what they do to have high impact on student outcomes.

Believe

Effective teachers believe they can unlock the learning potential of every student

Effective teachers believe they have the responsibility to evaluate the impact of their practice and seek to improve

Effective teachers believe in inclusion and value student diversity

Effective teachers believe student wellbeing and engagement are essential to student achievement

Effective teachers believe they share the responsibility for student success with schools, families and the broader community

Effective teachers believe in equity and reconciliation

Effective teachers believe in preparing students to become their own teachers and successful life-long learners

Know

Effective teachers know themselves
They are culturally responsive and critically reflect on their own cultural background, values and beliefs. They use this knowledge to respond to the diverse needs, backgrounds and experiences of all students.

Effective teachers know their students
They understand that students come from a diverse range of linguistic, cultural, religious and socioeconomic backgrounds who have varied strengths, interests and needs. They know how students learn and how to teach students to process, recognise, remember and transfer learning.

Effective teachers know the curriculum
They understand the Western Australian curriculum content and the knowledge, skills and understandings students need to master at each stage of learning. They know how to develop teaching and learning programs that address the learning needs of their students.

Effective teachers know what works best
They draw on a range of evidence-based instructional strategies, understand which have the greatest impact and when to evaluate the impact of their choices on student wellbeing, engagement, progress and achievement.

Do

Plan

Effective teachers place students firmly at the centre of quality teaching and learning

- plan to create a culturally responsive, safe, inclusive, and supportive **learning environment**
- **build a classroom culture** where students feel confident and challenged and are able to take risks in their learning
- partner with parents/carers, community and specialised services in **shared approaches** to teaching and learning
- respect and celebrate **student diversity** and personal strengths

- independently and collaboratively **analyse student data**
- cater for individual learning needs through **differentiated** learning and **a tiered approach**
- respond to the needs of **culturally and linguistically diverse learners**
- develop lessons that are **structured and sequenced** appropriately in small steps

- design programs consistent with **whole-school approaches and priorities**
- plan content with an awareness and practical understanding of **major learning theories** e.g. Cognitive Load Theory
- clearly understand what students should know and do at the end of the learning sequence

Teach

Engage
Effective teachers focus on creating the preconditions for positive learning

- clearly communicate a positive culture of **high expectations** for the achievement of all students
- identify and integrate **student strengths, interests, abilities and experiences**
- create a **child safe environment** where students develop a positive identity with learning and school
- have visible systems to promote positive behaviour, classroom management and **restorative approaches**
- provide opportunities for **student agency and voice**
- use **culturally responsive pedagogies** that build on the strengths of Aboriginal students
- use strong **relational skills** to build positive connections with students, families and the community

Instruct
Effective teachers differentiate to ensure students understand content and expected learning

- clearly communicate **learning intentions and success criteria**
- activate students' **prior knowledge**
- provide opportunities to **review previous learning**
- **explicitly teach** concepts, ideas, skills and strategies for learning
- provide **worked examples** that demonstrate to students the steps required to understand new content and skills
- use **scaffolds and frameworks** to support learning
- implement a **gradual release of responsibility**
- use **questioning** to enable **frequent checks for understanding**, opportunities for discussion and to extend student learning

Practise
Effective teachers enable students to consolidate the content and skills

- foster opportunities for students to develop **personal and social capability**
- provide opportunities and time for students to achieve mastery of content, skills and concepts
- utilise **multiple methods of learning** to review, practise and consolidate skills and processes
- provide students with explicit **feedback** to scaffold and plan the next steps in their learning
- employ **metacognitive strategies** that enable students to understand themselves as learners
- give students the opportunity to review, reflect and **set goals** for future learning

Apply
Effective teachers enable students to apply their knowledge and skills

- empower **student agency and voice** to build self-efficacy and autonomy, and to be partners in their learning
- develop students' capacity to activate core content, knowledge and skills in contexts that require **higher order thinking** and deep learning
- use problem solving and **inquiry** to develop learners' capacity to be collaborative, critical, creative and innovative thinkers
- equip students with **work capabilities**
- expertly select and apply **technologies** to maximise every student's learning and progress
- support students to **transfer their learning** to new and original contexts and communicate their knowledge and understanding

Assess

Effective teachers assess student learning and teacher impact

- **design assessments** for learning (diagnostic and formative), of learning (summative) and as learning (self-assessment)
- design assessments that are educative, fair and reliable
- design assessments that are responsive to the developmental, cultural and linguistic backgrounds of students

- assess student performance using explicit criteria
- provide meaningful and timely feedback to students
- reflect on student outcomes to monitor impact
- make professional judgements about student learning to accurately report against the relevant achievement standards

- teach students how to interpret information from assessments
- **moderate** student achievement and progress with colleagues within and across schools, using data and other evidence
- demonstrate self awareness and problem-solving capabilities through **self-reflective practices**

Believe

Culturally responsive approaches to effective teaching: a system imperative

Effective teachers believe in equity and reconciliation. Teaching for Impact supports and aligns with Australia's national educational priorities as outlined in the <u>Mparntwe (Alice Springs) Education Declaration</u>, the Professional Standards for Teachers, and the Department of Education's strategic directions, all of which prioritise culturally responsive pedagogies.

The Australian education system prepares all students to participate in a national conversation about voice, treaty and truth, as active and informed citizens who contribute to and benefit from reconciliation.

The Department of Education is committed to reconciliation and building an anti-racist, culturally responsive organisation. The Department acknowledges the past injustices and ongoing impact of an education system that was built on colonisation and is committed to learning, valuing and respecting the stories, histories, cultures and experiences of Aboriginal people. The Department acknowledges that Aboriginal cultures are a gift to the nation (Uluru Statement).

Building the cultural responsiveness of staff and schools is essential to creating culturally safe and engaging learning environments for Aboriginal and Torres Strait Islander students and for promoting reconciliation.

Culturally responsive teaching privileges the first cultures of this country and builds on the social and cultural capital of students so that school and learning is more meaningful and rewarding. Culturally responsive teaching creates the conditions for Aboriginal students to succeed as Aboriginal people.

The Department's Aboriginal Cultural Standards Framework (Framework) supports this work, informing the important role schools play in providing opportunities for Aboriginal students to see themselves, their identities and their cultures reflected in teaching and learning. The Framework guides teachers to engage Aboriginal families and communities in schooling, reflect on their approaches to Aboriginal education and strive for improvement.

If teaching is to be impactful, it must be culturally responsive.

Resources and references
- <u>Mparntwe (Alice Springs) Education Declaration</u>
- <u>Aboriginal Cultural Standards Framework</u>
- <u>The Statement – A Voice to Parliament – From The Heart</u>

Student wellbeing

Effective teachers believe student wellbeing is essential to student achievement. The term wellbeing is often used interchangeably with mental health, and social and emotional wellbeing. Student wellbeing comprises an array of domains ranging from physical health to social participation.

The Department is committed to the care and wellbeing of all students in public schools, including our most vulnerable students. Promoting the social and emotional competence of children and adolescents is part of the day-to-day business of improving educational outcomes in schools and building happy, motivated, and resilient young adults. Effective teachers ensure that student wellbeing and care is at the centre of thought, values, and actions.

Indigenous concepts of holistic self and wellbeing are founded on the National Strategy Framework for Aboriginal and Torres Strait Islander Peoples' Mental Health and Social and Emotional Wellbeing 2017-2023, which recognises the influence of social, historical, and cultural determinants. Connection to family and kin underpins social and emotional wellbeing across the life span, and across generations. Anchored in traditional knowledge, social and emotional wellbeing comprises seven interrelated domains: body, mind and emotions, family and kinship, community, culture, Country, and spirituality.

Diagram 1: A Model of Social and Emotional Wellbeing, page 6 of the Framework, Dudgeon et al. 2017
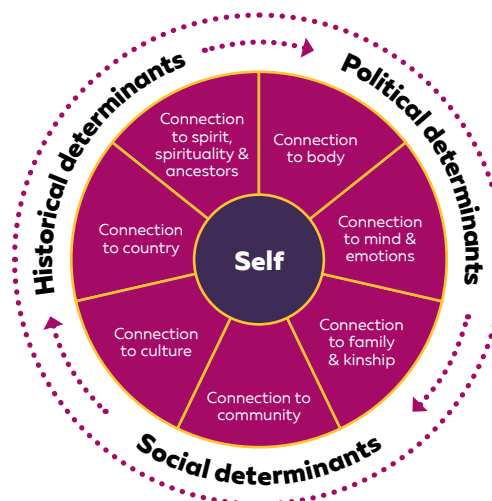
The Australian Research Alliance for Children and Young People (ARACY) has created a blueprint for change called the Nest. The Nest is Australia's first evidence-based framework for national child and youth wellbeing (0-24 years), focused across six wellbeing domains.

The Nest encourages those working with children, young people, and families to work in partnership to focus on strengths, place the child at the centre of the conversation, and consider all aspects of a student's circumstance.

Student wellbeing is best addressed:
- through a **whole-school approach** that makes student wellbeing a priority in school planning to address the needs of all students with interventions in place for vulnerable students
- **when you know your students and build positive relationships.** Effective teachers know students' abilities, strengths, and interests. They use data to understand student needs and select evidence-based approaches
- **by providing multi-tiered systems of supports that are responsive to student needs, including explicitly teaching social and emotional skills.** A multi-tiered intervention for wellbeing provides different degrees of intervention relative to student need. Developmental stages and context matter when considering the wellbeing of a child or young person and the support required. Education is a protective factor for children and young people. School staff promote wellbeing through a preventative approach and are mindful of students who are beginning to struggle
- **through partnerships with families/carers and interagency collaborations (referral and liaison).** The responsibility of student wellbeing and mental health is a shared one, with families, government, community and external agencies and organisations. Parents and families are the first and ongoing educators of their children. Partnerships with students, families and the community support student learning and wellbeing and lead to improvements in school readiness, self-regulatory behaviour, attendance and achievement.

As educators, we know wellbeing and learning are interconnected and are essential to student achievement.

Resources and references
- The Nest
- National Strategy Framework for Aboriginal and Torres Strait Islander Peoples ' Mental Health and Social and Emotional Wellbeing 2017-2023
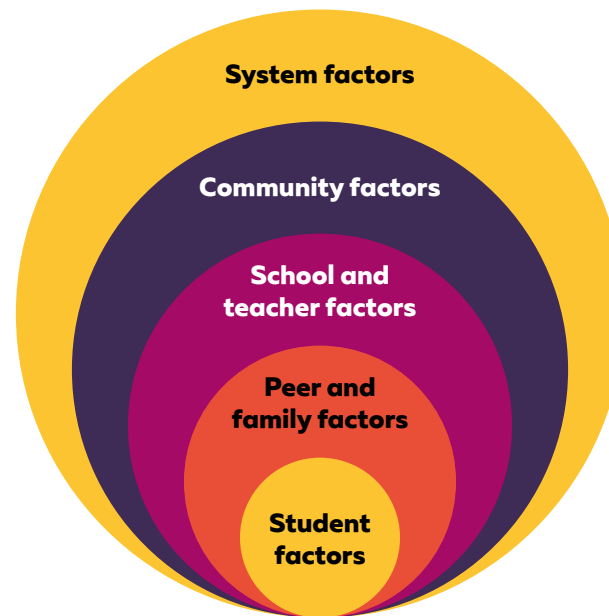
Student engagement

Effective teachers believe student engagement is essential to student achievement. Student engagement is multi-dimensional and combines observable indicators of engagement such as achievement, behaviour and attendance, with internal emotional and cognitive states (feelings and thoughts). Student engagement is best viewed and responded to in a holistic way.

Research has identified common attributes that help teachers to understand and strengthen positive student engagement. Teaching begins with planning that responds to the identified needs of students in classrooms, schools and communities.

Student engagement is influenced by two factors, those being inside the student, and those external to the student, their outside world. Engagement is malleable and measurable and takes place over days, weeks and years.

Understanding student engagement or lack of engagement requires teachers to be aware that some indicators can be observed, and others occur internally and cannot be observed.

The factors that influence student engagement

The factors that influence student engagement include:

- the **student's** thoughts and feelings about learning, school, peers, teachers and their physical wellness, social emotional wellbeing, learning and cognitive factors, experiences of success, adversity and/or trauma and their level of resilience
- the **family's** thoughts and feelings about their child, learning and school; the provision of housing and family relationships; employment; their experiences of success, adversity and/or trauma and access to supports and services
- the student's **peers** and their thoughts and feelings about friendships, connection to school and learning as well as group safety; access to positive older peers and/or role models; and positive connections and engagement within the community.

Schools and teachers influence student engagement by creating and sustaining the conditions for student success through:
- positive relationships and partnerships
- effective leadership
- quality teaching and learning programs, differentiated to meet student needs
- culturally responsive resources and supports
- safe, inclusive and supportive learning environments.

The **community** plays an important role in student engagement through:
- sharing the aspirations they have for children and young people
- collaborative planning that responds to local needs and benefits individual students and broader learning programs.

Factors that impact community include access to supports and services, media and social media influence and their experience of positive partnerships.

System factors that influence student engagement include social, cultural, historical and political factors and the belief that teachers can unlock the learning potential of every student irrespective of these factors.

Student inclusion

Effective teachers believe in inclusion and value student diversity. Inclusion places students at the centre of everything educators do. Inclusive teachers respect and accommodate differences between learners and know that this will have a positive impact on the wellbeing, mental health and resilience of children and young people.

As stated in the Alice Springs (Mparntwe) Education Declaration, 'our vision is for a world class education system that encourages and supports every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face.'

The Western Australian Curriculum and Assessment Outline (Outline), including the Guiding Principles for Western Australian Schools, promotes equity and excellence. The principles ensure that schooling contributes to a cohesive society that respects and appreciates cultural, social and religious diversity and provides learning that meets the educational needs of young Western Australians.

The Outline's Student Diversity statement informs school leaders, teachers and families that all students from Kindergarten to their final year of secondary schooling in Western Australia have a right to an education that is equitable and embraces diversity. This right is enshrined in the United Nations Conventions on the Rights of the Child.

Effective schools enact the Student Diversity statement and know that education must be inclusive of students' individual strengths and needs. Differences in terms of characteristics such as ethnicity, language (linguistic background), culture, gender, socioeconomic status, disability, sexual orientation or geographic location should not be allowed to detract from a student's access to the high-quality education that is their right.

Students have a variety of past experiences shaped by their language, culture, health, location, values, abilities, and previous education. Teaching must be highly adaptive, acknowledging, respecting and accommodating the diverse background experiences students bring to the classroom. The extent to which a student can benefit from an experience will depend on the extent to which it connects and challenges that student's knowledge.

As described by the Disability Royal Commission, 'inclusion is where everyone is treated equally and has an active role in society. Hence, an inclusive society for people with disabilities is one where they: are respected; have equal access to services and facilities, and; are provided the same opportunities as non-disabled Australians.'

Monash University has defined five key principles of inclusive education.

- **Principle 1** Diversity in the classroom enriches and strengthens education
- **Principle 2** A strengths-based and personalised curriculum
- **Principle 3** Student engagement, agency and voice
- **Principle 4** Engaging with all critical stakeholders
- **Principle 5** Inclusive teachers need commitment, knowledge and practical skills
- **Principles of inclusive education**
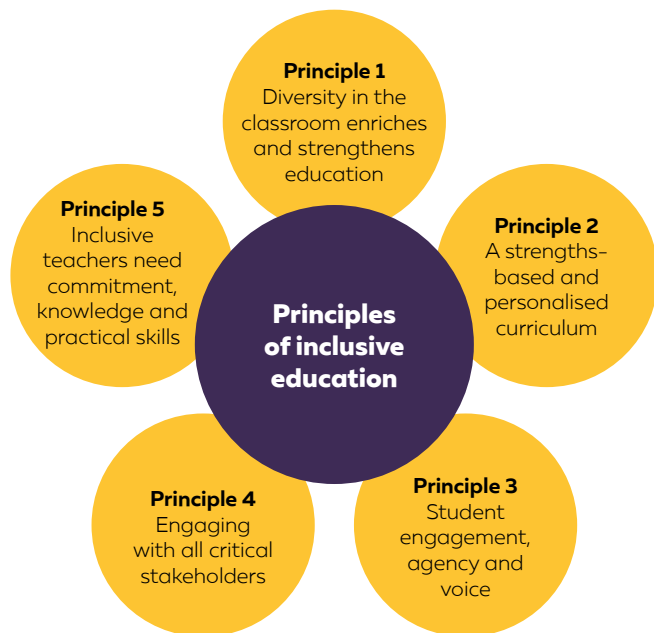
Principles of inclusive education

Principle 1

Classroom diversity presents challenges and opportunities. Inclusive educators are those who draw on the knowledge and experiences of their students. They question their own beliefs about student learning. They are flexible and ready for a challenge. And most of all, they embrace diversity in their classroom.

Principle 2

Each student has inherent strengths, talents and needs that should be incorporated into curriculum planning and implementation to improve student engagement, behaviour, and achievement. This approach celebrates diversity and difference and facilitates opportunities for personalised learning.

Principle 3

Consulting with students and listening deeply with a belief in student capability, develops a relationship of trust and respect across the school community, emphasising that student voice and engagement is important.

Principle 4

Engagement with critical stakeholders and providing accurate information about student progress, builds positive relationships with students and parents.

Principle 5

Teaching in inclusive classrooms requires teachers to have the 3Hs:
- Commitment (heart)
- Critical knowledge (head)
- Practical strategies (hands).

Resources and references

- Alice Springs (Mparntwe) Education Declaration
- Western Australian Curriculum and Assessment Outline – Guiding Principles
- Western Australian Curriculum and Assessment Outline – Principles of Teaching, Learning and Assessment
- Western Australian Curriculum and Assessment Outline – Student Diversity
- United Nations Conventions on the Rights of the Child
- Inclusion in Australia – Disability Royal Commission
- Five principles of inclusive education – Monash Education
- Equal Opportunities Act (1984)
- Disability Standards for Education 2005
- Inclusion of children with additional needs: Self-guided learning package

Plan

Learning environment

What

Effective teachers create safe, caring, inclusive, and culturally responsive learning environments that promote learning, collaboration, and inclusivity. Teachers facilitate adjustments to the environment, when necessary, to enable all students the opportunity to learn. The environment is the culture of the classroom, as well as, the layout and design of a room, and access to technology and resources. The learning environment is the foundation upon which teachers build opportunities for student success.

The learning environment supports students to develop, while embracing their identities and strengths. To meet the diverse learning needs of students, environments are flexible, adaptive and co-designed to maximise learning both inside and outside the classroom.

Why

The learning environment impacts students' social and emotional wellbeing, sense of belonging, motivation, engagement, and academic achievement. Predictable learning environments, with well-established routines, provide familiarity and support students to feel safe to take sensible risks in their learning.

A culturally responsive learning environment creates the conditions for students to experience cultural safety and supports all students to become active and informed citizens who contribute to reconciliation.

Co-designing the learning environment with students contributes to their sense of belonging in the classroom and ownership over their learning. Effective teachers know student voice has an important place in school decision making and is included when designing the learning environment. Research has shown that the colours, textures, lighting, acoustics, temperature and air quality are important elements of the physical learning environment (Marmot, 2014).

Supportive learning environments influence positive behaviour and have a deep impact on student engagement and learning.

How
Create cultural safety

Effective teachers provide culturally safe learning environments where cultural identity is valued. Cultural safety is nested in the concepts of trust and psychological safety. While teachers endeavour to create the conditions for cultural safety, it can only be determined by individual students.

All teachers have a responsibility to learn and understand local histories, cultures, languages, experiences and worldviews of Aboriginal and Torres Strait Islander people. They recognise the significance of Country, and place and space for all students, while understanding that Aboriginal students may or may not be from that Country. Teachers can develop their cultural responsiveness by connecting to the Country the school is located on and thinking about ways to reflect this in indoor and outdoor classrooms.

Develop a sense of belonging

Learning environments that encourages and develops students to feel a sense of belonging is highly important. Students feel they belong to a space and a group of people when they:
* contribute to the learning environment layout and expectations
* are encouraged to take ownership and responsibility for the learning environment
* are provided with opportunities for collaboration and teambuilding
* see their work on display.

Effective teachers negotiate with students on all aspects of the learning environment. They create the conditions for psychological safety by actively listening, showing warmth and compassion, having an open mindset and developing authentic relationships with students.

Empower student voice

Effective teachers keep student voice at the centre of their conversations and decisions. Teachers expect and encourage students to share their voice. They create environments where students feel safe to express their opinions and concerns, ask questions and engage in meaningful decision-making. Teachers empower student voice when developing shared expectations for learning, engagement and positive behaviour.

Create an intellectually stimulating environment

Effective teachers maintain a learning environment that promotes intellectual rigour. They promote a culture of curiosity and innovation, where creative exploration, and independent and collaborative learning are valued.

Effective teachers provide students with activities that stimulate thought, inquiry and enjoyment. They connect the learning to students' maturity, interests and strengths. Teachers design learning opportunities that engage students in solving real-world problems. Students are equipped with a breadth and depth of skills and knowledge to analyse, design and develop solutions confidently and creatively.

Establish an orderly and accessible learning environment

Effective teachers work with students to create an attractive and purposeful physical environment, including digital spaces that support learning. Teachers establish flexible learning spaces that can be adapted to meet student needs. Consideration is given to furniture configurations, displays, equipment and the use of assistive technologies. Both formal and informal learning spaces are provided for independent, reflective and collaborative work. They decide on which settings both inside or outside the classroom are most conducive to small and large group discussions, as well as whole-class collaborative learning. Teachers are aware of students preferred learning spaces and offer opportunities for students to select from these spaces in order to meet their learning needs (Rudd et. al., 2006).

Create classrooms that support learning

Effective teachers ensure classroom displays contribute to a positive learning environment, without overstimulating students. They provide environments that support cognitive processes and connection to learning.

Classroom displays are an effective way to celebrate student success and to create a sense of belonging and ownership over the learning space. Effective teachers display scaffolds, frameworks and learning prompts to support engagement in learning. These resources are most effective when students have been part of their creation.

Reflective questions

- How do I plan physical environments that cater for the diverse learning needs of all students to optimise learning and engagement?
- How do I create a learning environment that develops students to feel a sense of belonging?
- How do I encourage and incorporate student voice into the learning environment?
- What do I know about the identity, strengths, needs and aspirations of each student? How is this reflected in the learning environment?
- How do I create an equitable and accessible classroom?
- How do I determine what to display in the classroom?

Resources and references

- Aboriginal Cultural Standards Framework
- Caring for Country together
- Code of Conduct
- Creating an orderly classroom
- eSafety Commissioner
- National School Improvement Tool
- Positive learning environments, Illustration of practice
- Asino, T. I., & Pulay, A. (2019). Student perceptions on the role of the classroom environment on computer supported collaborative learning
- Marmot, A. (2014). Managing the campus Facility management and design, the student experience and university effectiveness
- Rudd, T., Gifford, C.,Morrison, J. and Facer, K. (2006). What if ...? Reimaging learning spaces. Open Education report, Futurelab

Shared approaches

What

Effective teachers partner with parents/carers and work alongside other education and training organisations, Department of Education service providers, external agencies, community organisations and local businesses to strengthen responses to the identified needs of their students.

Successful partnerships provide access to experiences, supports and resources not available within the school, and are identified and evaluated on their capacity to contribute to student wellbeing, engagement and achievement. Partnerships can be established to build students' knowledge, understandings and skills; provide access to education; support engagement in the teaching and learning program; improve health, wellbeing and attendance; and provide opportunities to apply learning in real world situations, including workplace learning.

In collaboration with colleagues, effective teachers work alongside partners to develop shared understandings about student needs and to agree on purpose and objectives. They explore ideas, learn from each other, implement agreed strategies, and review and evaluate the impact on student learning.

Effective schools and their teachers are culturally responsive. They develop mutually respectful and trusting relationships with Aboriginal families and students. Teachers listen and respond to people with lived experiences, community members and service providers to co-design initiatives responsive to local needs.

Effective teachers know that ongoing consultation with students, parents/carers, community and specialised services is the foundation for developing and maintaining successful partnerships. They nurture a culture that respects and values diversity across the community to support the equitable engagement of all families.

Why

By drawing on the expertise of parents/carers, community members and service providers, effective teachers enhance and enrich students' learning experience. Shared approaches support the identification and implementation of strategies to meet the diverse needs of students and their families.

The beliefs, expectations and experiences of parents/carers are powerful determinants in students' progress and achievement. The day-to-day interactions teachers have with both students and their parents/carers, provides the foundation for the high level of trust required to support student success. Schools have a responsibility to provide parents/carers with knowledge that enables them to support their children in schooling. Assisting parents/carers to understand how schools work and the shared 'language of learning' supports parents/carers to discuss learning with their child at home and to effectively communicate with teachers using a common language.

Community members, organisations and local businesses offer unique knowledge, expertise and perspectives that teachers can use to enhance student wellbeing and make learning more authentic and connected. Collaboration provides opportunities for teachers to develop a better understanding of their community and to build strong relationships within their local context. Collaboration can help address issues external to the school and better support students' ability to come to school ready and able to learn.

The Aboriginal Empowerment Strategy Policy Guide (Western Australia 2021-2029) states that empowerment and self-determination are essential for Aboriginal people's wellbeing. For decisions with high potential impact or opportunity for Aboriginal people, this means shared decision-making. Opportunities for co-creating enables communities with 'real and lived' experiences to contribute to developing strategies relevant and responsive to identified local needs.

Through established partnerships with other agencies, schools can serve as a conduit to connect families with the support required to address a range of needs.

How

Strengthen partnerships with parents/carers

Effective teachers recognise and value parents/carers as first educators and engage them in learning. They establish a range of communication channels, provide opportunities for involvement in the classroom, and use parent/carer knowledge and feedback, including insights about children's cultural and linguistic background, to inform planning.

Participate in co-design processes with Aboriginal families and communities

In collaboration with identified school staff, effective teachers work with people with lived experiences, community members and service providers to develop initiatives responsive to local needs. They follow (or adapt) six phases of co-design: build relationships; develop a shared understanding; agree on purpose and objectives; generate ideas; implement agreed ideas; and review and evaluate. Effective teachers value the process of co-design as much as the product.

Build partnerships with other education and training organisations

Effective teachers recognise the role they play in supporting career pathway planning and support students to navigate the range of courses that assist students to connect their current learning to future learning, work and life opportunities. Schools partner with registered training organisations (RTOs) in a variety of education and work settings. RTOs include TAFE institutions, group training organisations and private training providers.

Partner with local government and external government agencies

Schools, teachers and the system collaborate with local government and external government agencies to benefit students and their families. As an example, the PRIMED project is a collaboration between the Departments of Education, Training and Workforce Development, and Primary Industries and Regional Development, to build understanding about careers in Western Australia's primary industries. Teachers access practical activities, resources and professional learning aligned to the Western Australian curriculum.

Partner with local businesses to provide opportunities for workplace learning

Effective schools and their teachers support students to access meaningful work placements. They know that these experiences influence future plans and subject choices, build aspirations, improve self-efficacy, and attitudes about the usefulness of school.

Access mentoring and learning support volunteers

Effective teachers may access volunteers from the community to support the needs of identified students. EdConnect Australia provides information about mentoring and learning support volunteers. Mentoring volunteers support social and emotional wellbeing, and work with students for an hour each week. Learning support volunteers assist with classroom activities and other projects.

Partner with families and service providers to support students with disability

Effective teachers are committed to supporting students with disability to reach their potential, enjoy meaningful relationships and participate in their communities. Planning for students' educational needs is typically undertaken in partnership with parents and considers therapeutic goals aligned with education outcomes. Teachers recognise that in some circumstances, it may be appropriate for services to be delivered at school and work as a team with families and providers to achieve the best possible outcomes for students.

Partner with community organisations

Community organisations play an important role in delivering services and programs that respond to the health and wellbeing of students and their families. Schools can access services from the not-for-profit sector. Effective teachers may access and promote community services and activities that can provide students, and their families, with specialist services aimed at supporting student wellbeing and engagement.

Access system supports

Effective teachers access advice, resources, professional learning and support to build their capacity to improve wellbeing, engagement and/or achievement outcomes of students with identified needs. In collaboration with the school's leadership team, they partner with regions, Statewide Services and other central services to equitably support the individual needs of students:

- with disability, including assistive technology and student equipment
- with hearing loss, vision impairment or dual sensory loss
- who cannot attend school for medical or mental health reasons
- with complex needs who may experience challenges with their mental health, behaviour and/or engagement in schooling due to a range of circumstances.

Access education experts and professional learning providers, including ProLearn

Schools and their teachers can access support from education experts and professional learning providers, including through the Department's ProLearn panel. This panel includes quality assured professional learning across the following areas: general curriculum and learning areas support; cross-curriculum priorities; general capabilities; student diversity; and school improvement.

Reflective questions

- How do I involve families in their children's education?
- How do I seek and respond to the voice of students, families and communities?
- How do I nurture a classroom culture that respects and values diversity, and supports the equitable engagement of all families?
- How do I provide families with knowledge to support their children in schooling?
- How do I build relationships with service providers to contribute to student wellbeing, engagement and/or achievement?
- How do I identify and learn from effective strategies employed by external providers?

Resources and references

- Understand support from Statewide Services
- Engaging and Working with Your Community Toolkit
- Career pathways
- Community services
- EdConnect Australia
- Aboriginal Empowerment Strategy – Western Australia 2021–2029
- VIC: Practice principles for excellence in teaching and learning
- National School Improvement Tool
- University of Rochester: Self Determination
- Service providers in schools
- ProLearn professional learning panel

Student diversity

What

Students have diverse perspectives and experiences that are influenced by factors such as culture, religion, language, mental health and wellbeing, sexuality, gender, disability, social background and geographic location. As diversity is multi-dimensional, a student's identity may be influenced by more than one factor, increasing the richness of their life experiences, and potentially, the complexity of their needs.

Effective teachers demonstrate cultural responsiveness, celebrate diversity, and build positive and respectful relationships with students, families and local communities to improve student outcomes. They plan and deliver rigorous, relevant and engaging learning experiences, drawn from the curriculum, to address individual learning needs. Teaching and learning builds on students' interests, aspirations, strengths, abilities and goals, supporting all students to achieve their full potential.

Effective teachers recognise the importance of nurturing students to develop the personal and social attributes that form the basis of future wellbeing. They support students to explore and understand their differences in ways that are safe, positive and respectful.

Why

Students have better opportunities to fulfil their potential when diversity is valued. Every student needs to feel safe at school and have a sense of belonging and connection. This encourages students to have the confidence to engage with academic and personal challenges, and acknowledges the contribution that every student makes to their school community. 'Evidence has shown that students who feel connected, safe and secure are more likely to be active participants in their learning and achieve better physical, emotional, social and educational outcomes' (Smith, 2019).

Teaching should acknowledge, respect and accommodate the diverse experiences and perspectives students bring to the classroom. Students develop and learn new concepts at different rates, and should be provided with the time, conditions and encouragement they need to progress and achieve. Effective teachers understand this and provide students with a rich variety of learning opportunities that enable them to build on their existing experiences and personal strengths.

How

Build positive relationships

Effective teachers celebrate the diverse experiences and perspectives that students and their families bring to school and foster and maintain trusting, caring and respectful relationships.

Focus on student wellbeing

Effective teachers make student wellbeing a priority and explicitly teach social and emotional skills. They promote student voice and agency, mindfulness, curiosity, courage, resilience, ethics and leadership. These qualities support students to succeed, thrive and contribute positively throughout life. Resources from the Student Wellbeing Hub support teachers to create safe, inclusive and connected learning environments.

Support students with disability

Effective teachers hold high expectations of students with disability. They welcome students in inclusive learning environments where achievement, wellbeing and engagement is valued and supported. Teachers make adjustments that support access to the curriculum and adopt contemporary, shared, consistent and positive approaches to behaviour systems, processes and support.

Where required, effective teachers draw from learning area content at different levels along the Pre-primary – Year 10 sequence and use the general capabilities to differentiate the focus of learning. Adjustments can involve students using modified tools, materials, equipment and technologies.

Teachers may use the ABLE*WA* curriculum materials for students who are unable, through adjustments, to access the Western Australian curriculum.

Provide culturally responsive teaching and learning

Effective teachers provide opportunities for Aboriginal students to see themselves, their identities and cultures reflected in the curriculum and in the learning environment. This supports students' social and emotional wellbeing. Effective teachers recognise and build on students' cultural and linguistic strengths to support learning success. They know that many Aboriginal students are learning Standard Australian English as an additional language and/or dialect and use the Capability Framework – Teaching Aboriginal and Torres Strait Islander EALD learners to cater for specific needs.

Support EALD students

Effective teachers consider the appropriateness of learning experiences and resources at the linguistic, cultural and conceptual levels. They create a safe and supportive learning environment that enables students to think freely and express themselves in their home language.

EALD students may require specific support to build the English language skills needed to access the general curriculum, in addition to learning area specific language structures and vocabulary. The EAL/D Progress Map supports teachers to plan, teach, monitor and assess.

Support academically talented students

Effective teachers enrich learning for gifted and talented students. They plan for students to solve authentic, real-world problems and have greater responsibility for their learning.

They provide opportunities for students to engage with:
- learning area content in more depth or breadth
- the cross-curriculum priorities
- specific aspects of the general capabilities, for example, the higher order cognitive skills of the critical and creative thinking capability.

Respect gender and sexual diversity

Effective teachers recognise and accept the diversity of students, parents, carers and staff. They create supportive and inclusive environments for lesbian, gay, bisexual, transgender, intersex, queer/questioning and asexual (LGBTIQA+) students.

They support gender and sexual diversity by:
- establishing a culture of openness and understanding
- adopting inclusive language that respects how people describe their bodies, gender and relationships
- providing opportunities for social and emotional learning
- identifying and addressing issues caused by peer pressure, social stigma and bullying.

Implement trauma informed practice

Effective teachers recognise that some students may have experienced traumatic events that increase their vulnerability and need for support. These students may present difficulties with their learning and memory, concentration, language, organisation, and personal and social capabilities, including regulation.

Teachers implement trauma informed practice to cater for identified students. They consider what students feel, need or want and how to best respond, especially when students are displaying an inability to cope, resulting in challenging behaviour. They consider how the environment may affect wellbeing and behaviour, and make appropriate adjustments.

Reflective questions
- How do I collect information about student experiences, interests, strengths, abilities and goals to plan for personalised learning?
- How do I support my students to feel safe at school and have a sense of belonging?
- How do I meet the diverse learning needs of students?
- How do I identify and support vulnerable students and their families?

Resources and references
- Student Wellbeing Hub
- Be you
- Bullying. No way!
- Personal and Social Capability
- Personal and Social Capability Continuum
- Trauma aware and responsive education
- Support for students with diverse learning needs
- EAL/D Progress Map
- Aboriginal Cultural Standards Framework
- The Capability Framework – Teaching Aboriginal and Torres Strait Islander
- National Consistent Collection of Data
- AbleWA
- Support gender and sexually diverse students
- Gifted and Talented in Public Schools Policy
- Smith, A. (2019). Evidence has shown that students who feel connected, safe and secure are more likely to be active participants in their learning and achieve better physical, emotional, social and educational outcomes (Education Services Australia)
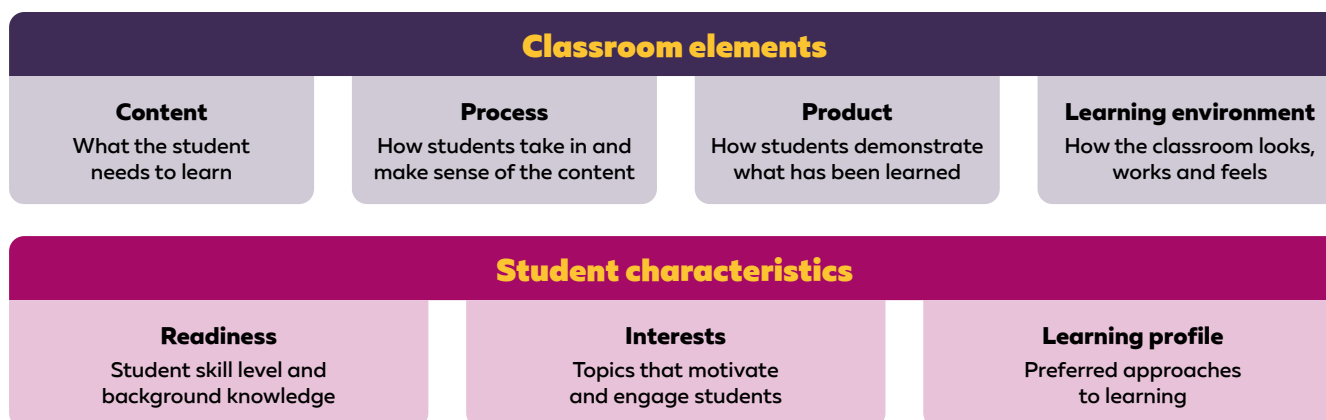
Differentiation

What

Effective teachers plan, using a range of data, and tailor teaching and learning to meet the diverse needs of students. These teachers are highly adaptive, and acknowledge, respect and accommodate the background experiences students bring to the classroom. Effective teachers cater for students at different starting points ensuring all students are appropriately engaged, challenged and extended, including high-achieving students.

Effective teachers engage in an ongoing cycle of teaching, learning and assessment. They move between whole class teaching, and small group and individual targeted instruction, to meet the differentiated needs of students. Teachers adopt flexible approaches as students move fluidly between groups, they regularly identify where students are at in their learning and make appropriate adjustments.

Carole Ann Tomlinson (2014) states content, process, product and learning environment are key elements of differentiation, used by teachers to successfully address student needs. Differentiated teaching provides the right level of challenge and promotes engagement by responding to each student's individual differences in readiness, interests and learning profile.

Classroom elements

Content	Process	Product	Learning environment
What the student needs to learn	How students take in and make sense of the content	How students demonstrate what has been learned	How the classroom looks, works and feels

Student characteristics

Readiness	Interests	Learning profile
Student skill level and background knowledge	Topics that motivate and engage students	Preferred approaches to learning

Why

All students are capable of learning successfully if motivated and given appropriate learning opportunities and necessary support.

Differentiated instruction recognises the value and worth that exists in everyone; it allows students from all backgrounds and with diverse abilities to demonstrate what they know, understand, and can do (Adami, A.F, 2004). Successful differentiation increases student engagement, ensures the curriculum is accessible, and provides every student with the opportunity to progress and succeed, regardless of their starting point.

Effective teachers align teaching and learning strategies to the personalised needs of students, to help students to become invested in, and take ownership of their learning. Differentiated teaching supports all students to experience meaningful learning.

How
Know your students and how they learn

Effective teachers use a range of system, school and classroom-based assessments to understand where students are at in their learning. They use a strength-based approach, informed by diagnostic, formative and summative assessment, to closely monitor the progress of individual students and continually adjust their teaching in response.

Maximising the learning experiences for students and providing opportunities for students to use their strengths is essential. Effective teachers encourage and assist students to monitor their own learning and set goals for future learning.

Effective teachers know their students':
- achievements and identify areas for improvement
- strengths and interests, likes and dislikes and use this information to provide a personalised connection to teaching and learning
- academic, personal and social successes and celebrate these with their students.

Use Response to Intervention

The Response to Intervention (RTI) approach supports differentiation. Effective teachers use the RTI approach to identify learning needs and provide targeted and personalised instruction to students.

RTI is underpinned by three tiers that guide intervention:
- Tier 1 – high quality, whole class lessons that cater for the needs of all students
- Tier 2 – small group, targeted support
- Tier 3 – intensive, individualised support.

The intensity of the tiered interventions is adjusted flexibly, depending on the student's level of need. John Hattie (2012) found an effect size of 1.07 for Response to Intervention.

Differentiate the content

All students have the right to access the Western Australian curriculum and be taught the same overarching concepts. When needed, teachers differentiate student access to content by adjusting the degree of complexity. This is linked to a student's starting point and the expected learning. Effective teachers use open-ended tasks as a strategy to allow students to work at different levels.

'Curriculum content must be modified as little as possible, whilst still ensuring that all students can participate successfully. Adaptions made to the curriculum usually involve reducing the complexity of the subject matter, rather than substituting entirely new content or altering the sequence in which topics are introduced' (Westwood, P, 2016).

Effective teachers enrich learning opportunities for students who have mastered the core content. They provide opportunities for these students to engage with:
- learning area content in more depth or breadth
- specific aspects of the general capabilities for example, the higher order cognitive skills outlined in the critical and creative thinking capability, and/ or focusing on cross-curriculum priorities.

Differentiate the process

Effective teachers support students to make sense of the content by differentiating the learning process and construct lessons that support individual students to meet their learning outcomes in a way that suits their specific needs.

Adjustments for some students include:
- varying how the task is introduced, such as using scaffolds
- providing options at different levels of difficulty
- varying the amount of support provided
- altering the time allocated
- providing opportunities to work independently and/or collaboratively.

Effective teachers use the gradual release of responsibility model to transfer the responsibility of learning from the teacher to the learner, at the student's point of need. Interactions are deliberate, specific and planned, and determined by the learning needs of the students, and not by rigidly working through the model in order. The model includes:
- Focused instruction
- Guided instruction
- Collaborative learning
- Independent learning.

The model enables teachers to correct misconceptions through feedback and re-teaching.

Differentiate the product

Effective teachers empower student agency and provide opportunities for students to demonstrate their understanding in different ways. Teachers enable students to express what they know, understand or be able to do through products such as reports, brochures, videos, podcasts, annotated diagrams, presentations and performances.

Differentiate the learning environment

Effective teachers consider the way the classroom looks, works and feels. They create a cooperative atmosphere, that demonstrates respect for difference and diversity. They ensure students can access suitable and varied resources, including space and equipment, print and other materials, and useful technology.

The use of technologies in classrooms has created new opportunities to implement **digital differentiation** strategies that encourage independent learning. Well-designed digital instruction can provide immediate feedback and correction, and at a far higher frequency, assisting teachers to provide direct support to identified students. To enable equitable access to the curriculum, effective teachers use a wide range of educational and assistive technology to tailor teaching programs to student abilities, interests and needs.

Technology provides the opportunity for **flipped learning**. This approach combines face-to-face teaching with additional independent, online instruction. Students use the online recorded materials to clarify or revise the content being taught and can access the materials at any point during the learning sequence. Flipped learning supports differentiation as it frees up teachers to provide feedback and direct support to students.

Effective teachers create indoor and outdoor learning environments that are flexible and include targeted provisions to ensure that all students are given opportunities to learn.

Effective teachers use data to **organise students according to their needs**. This assists teachers to plan and deliver differentiated lessons. Teachers ensure groupings are flexible, recognising that student abilities range across learning areas. Effective teachers explicitly teach the skills of effective collaboration so that students are supported to work cooperatively in groups.

Reflective questions

- How do I use data and other evidence to inform differentiated teaching and learning?
- How do I differentiate the key elements of classroom instruction – content, process, product and learning environment?
- How do I manage small group and individual instruction in the classroom?
- In what ways do I incorporate technology to facilitate differentiation?

Resources and references

- High impact teaching strategies in action
- AITSL: Illustration of practice - Differentiation in maths
- Differentiating learning
- Western Australian Curriculum and Assessment Outline - Critical and creative thinking capability
- Western Australian Curriculum and Assessment Outline - Cross-curriculum priorities
- Vygotsky, L.S. (1978). Mind in society: The development of higher psychological processes
- Tomlinson, C.A. (2014). The Differentiated Classroom
- Adami, A.F. (2004). Enhancing students' learning through differentiated approaches to teaching and learning: A Maltese perspective.
- Hattie, J. (2012). Visible learning for teachers: Maximising impact on learning
- Westwood, P. (2016). What teachers need to know about differentiated instruction

Culturally and linguistically diverse learners

What

Culturally and linguistically diverse (CaLD) learners are students who are learning Standard Australian English as an additional language or dialect.

English as an additional language or dialect (EALD) learners are learning Standard Australian English (SAE). EALD learners include Aboriginal and Torres Strait Islander students who may speak their traditional Aboriginal language, Aboriginal English and/or a creole language; students born in Australia, with parents who speak other languages, including sign language such as AUSLAN; and newly arrived students, including migrants, temporary residents, and students from humanitarian backgrounds. Some students may be gifted and talented, have experienced trauma and disruption, and may be managing complex issues, such as loss, separation or family upheaval.

Effective teachers consider the social and emotional wellbeing of their students alongside their academic learning needs. They provide cultural and linguistic safety by modelling respect for the languages and accents of their students which supports students to acquire SAE.

Why

EALD learners bring to the classroom a wealth of cultural and linguistic knowledge, experiences and world views. Effective teachers engage with their students and learn about their languages and backgrounds to enable students to connect their prior knowledge to new learning.

Acknowledging the abilities and the depth of cultural and linguistic understanding that EALD learners bring to their schooling is essential in supporting students to experience success and feel included. This results in higher levels of student connection and engagement in the classroom and enriches teaching and learning experiences for all students.

How

Effective teachers consider the impact of student backgrounds that may include cultural, linguistic, historical, political, religious, and socioeconomic contexts, as well as significant life events. They know that understanding student language backgrounds and life experiences is crucial in planning for teaching and learning.

Effective teachers actively seek to reduce frustration and disengagement experienced by EALD learners, knowing that failure to take account of language difference 'can affect their social and emotional wellbeing' (Cheshire and Edwards, 1998; Heit and Blair, 1993; Smitherman, 1977; Esh, 2011). They support students by:
- allowing students to use their first language when learning a new language
- providing scaffolding that helps students to speak, read and write in a new language
- deconstructing cultural conceptualisations.
(Sharifian, 2005; Siegel, 2010; Scarino, 2011)

Effective teachers establish the conditions for success.

Build trusting relationships and partnerships

Effective teachers build trusting relationships and partnerships with students and their families that support full participation in all aspects of school life. They build and maintain quality, culturally responsive relationships. Effective teachers ensure two-way communication is prioritised by accessing interpreting services to ensure families are informed and engaged in their child's learning.

Teach classroom conventions

Teaching and learning about the conventions of the classroom and school supports EALD learners to be successful. Conventions are likely to be different in every classroom and every school, and EALD students may find this challenging. Effective teachers consider how linguistic, cultural and social conventions impact on their students' learning. They provide students with time, support and understanding to adapt to the many aspects and routines of school life.

Select culturally and linguistically responsive strategies and resources

Culturally and linguistically responsive strategies and resources support achievement and progress. Teachers work in partnership with Aboriginal and Islander Education Officers and Ethnic Education Assistants to ensure students experience cultural and linguistic safety at school. Effective teachers:

- know the students' level of language acquisition and **use the EAL/D Progress Map** to plan for, monitor and assess students' SAE language acquisition
- **explicitly teach** vocabulary and language structures to support students to build their language skills
- **use modelling and scaffolding** to teach new language and learning area knowledge, skills and understandings. They allow students extra time to process language learnt
- encourage students to **use home language** in the classroom to support students to engage in discussions and explore new ideas. When students are encouraged to use their home language, motivation and self-confidence increases and feelings of anxiety decrease. Leveraging the knowledge of their home language supports students to make sense of new concepts, learning area specific language and to build their competence in SAE. Peltier 2010, Lindfors 1991, Siegel 2010, Scott & De la Fuente 2008, Butzkamm 2011, Avery, 2013 Sharifian 2005, Scarino 2011, Malcolm 2012, Cheshire and Edwards 1998, Heit and Bvlair 1993 Smitherman 1977, Esh 2011
- **discuss the similarities and difference in languages and dialects** such as different pronunciations, sentence structure, and different meanings of words and expressions
- **support students to draw on their backgrounds and experiences** and show respect for students' languages, cultures and world views.

Reflective questions

- How well do I know my students' cultural and linguistic backgrounds?
- How well do I understand, and respond to the languages and cultures of my students?
- How do I acknowledge the skills and experiences that students bring to the classroom?
- What am I doing to make sure I continue to learn about the cultures and languages of my students?
- How do I identify students' prior knowledge and proficiency in SAE as part of planning for teaching and learning?
- Do I know my students' strengths and interests?
- How do I collaborate with Aboriginal and Islander Education Officers and Ethnic Education Assistants to support students to use home language and understand cultural references in task-based learning activities?
- How do I establish and maintain a trusting relationship with CaLD families and access interpreting services to ensure parents/carers are well-informed and engaged in their children's schooling experience?

Recognise and respect Aboriginal English

What

Aboriginal English refers to the varieties of English spoken by Aboriginal people across Australia. Aboriginal English and Standard Australian English (SAE) are different. Aboriginal English is the contemporary link between Aboriginal families and communities across Australia and is the most commonly spoken language of Aboriginal students (Department of Education School Census data, 2022).

Research shows that Aboriginal English is embedded with cultural perspectives of the world unique to Aboriginal people which are reflected in linguistic and semantic patterns. Across Australia, Aboriginal English has an extensive number of common features, including distinct phonology, grammar, syntax, genres and cultural conceptualisations which distinguish it as one dialect quite separate from Standard Australian English (Malcolm, 2018). Aboriginal English is the vehicle for the expression and maintenance of cultural knowledge.

Aboriginal English contains the cultural knowledge that has been passed down through generations enabling Aboriginal people to maintain their strong cultural, social and environmental ties. It is a marker of cultural identity.

There are regional varieties of Aboriginal English spoken across Australia, with accents being the most distinguishing factor for non-Aboriginal people. Aboriginal English is easily identified when heavily influenced by the sound systems of Aboriginal languages. However, where the sound system is more closely aligned to the sound system of SAE, Aboriginal English is not so easily identifiable.

Research, conducted by Sharifian et al (2012) shows that although Aboriginal English and SAE may appear to be similar, the schemas that inform each of these two dialects are different. Aboriginal English and SAE are used to express meaning in very different ways across various social contexts. This can lead to:
- potential misunderstandings between teachers and students
- teachers to misinterpret students' work
- miscomprehension of curriculum materials and instructions.

Why

Like other culturally and linguistically diverse learners, Aboriginal English speakers are learning SAE as an additional language and/or dialect. They are EALD students.

Aboriginal students may also be navigating several languages. For most Aboriginal students, Aboriginal English is their first language. However, with the revival and maintenance of existing Aboriginal languages now a priority, many students are also learning their traditional language/s as new language/s. This frequently happens at the same time as learning SAE, increasing demands on the learner in contexts where their own first language, Aboriginal English, may not be recognised or acknowledged.

When recognised and valued, Aboriginal English is an asset. Using their home language supports students to learn Aboriginal languages and SAE. When teachers recognise the wealth of linguistic and cultural knowledge Aboriginal students bring to the classroom, many educational opportunities are gained and students are supported to draw on their general knowledge, which increases their comprehension and ability to learn.

Most Aboriginal English speakers come to school thinking that everyone speaks the same English, only to discover that they are speaking a different dialect and cannot understand the language of the classroom. It may be the first time they are hearing SAE because Aboriginal English is commonly spoken among their families and communities. Added to this confusion is the fact that Aboriginal English is not known, by many Australians, to be an internationally recognised dialect of English.

How

Effective teachers recognise, value and accommodate Aboriginal English in the classroom. They know that sentence patterns are different, and words commonly used could have an entirely different meaning in Aboriginal English. Research shows that allowing learners to use their first language during whole class or group discussions enhances student engagement and achievement.

Express interest and honour the language and culture of Aboriginal students

Effective teachers identify and respect Aboriginal English and its speakers. They provide opportunities, such as yarning, planning, brainstorming, collaborating, journal writing and writing stories in Aboriginal English, for Aboriginal students to express their ways of seeing the world.

Engage in Aboriginal English

Effective teachers define and develop awareness of Aboriginal English and SAE as two mutually beneficial dialects. Teachers work with students, Aboriginal staff, and/or the community, including parents, to record Aboriginal English and its features as spoken locally. Students are supported to analyse the language differences between the two dialects.

Use the EAL/D Progress Map

The EAL/D Progress Map is used to plan for, monitor and report the learning of SAE as an additional language and dialect.

Explicitly teach and model SAE

Teachers scaffold the rules and structures of SAE when introducing new curriculum content and language. Students are supported to go from the known to the unknown, from concrete to abstract, from informal to formal and from oral to written. Teachers provide examples, repeated modelling and multiple opportunities for ongoing practice in a range of context and across learning areas. This enables students to extend their linguistic repertoire into gradual mastery of SAE.

Use home language in the classroom

Effective teachers encourage students to use home language in the classroom to support students to engage in discussions and explore new ideas. When students are encouraged to use their home language, motivation and self-confidence increases and feelings of anxiety decrease. Leveraging the knowledge of their home language supports students to make sense of new concepts, learning area specific language and to build their competence in SAE. Peltier 2010, Lindfors 1991, Siegel 2010, Scott & De la Fuente 2008, Butzkamm 2011, Avery, 2013 Sharifian 2005, Scarino 2011, Malcolm 2012, Cheshire and Edwards 1998, Heit and Bvlair 1993 Smitherman 1977, Esh 2011.

Co-design and co-deliver programs

Teachers collaborate with Aboriginal staff and/or community to co-design and co-deliver teaching and learning programs. They collaboratively assess teaching materials to ensure cultural conceptualisations are accessible to learners and teachers.

Design culturally and linguistically responsive programs

Culturally and linguistically responsive programs assist students to feel safe and supported. This is achieved through a two-way bidialectal program where Aboriginal-English-speaking students feel linguistically safe and supported to contribute to the learning. Teaching and learning programs ensure learners know the relevance and purpose of what they are asked to do and are designed to move students from the big picture to smaller units, the whole to the part, and back again.

Reflective questions

- How have I learnt about my students' backgrounds, including their language backgrounds?
- How will I learn about the features, structure and cultural concepts of Aboriginal English?
- How do I make sure Aboriginal-English-speaking students fully understand curriculum materials?
- How do I collaborate with Aboriginal staff to support students to understand and recognise the differences between Aboriginal English and SAE and how do I make sure I am learning at the same time?

Resources and references

- EAL/D Progress Map
- EALD Hub: Capability framework: Teaching Aboriginal and Torres Strait Islander EALD learners
- Tracks to Two-way Learning
- Two-way Science - On Country learning
- Understanding Stories My Way: Aboriginal-English-Speaking Students
- Storybooks in Aboriginal English

Structured and sequenced lessons

What
Effective teachers demonstrate a comprehensive knowledge and understanding of the Western Australian curriculum content and the knowledge, skills and understandings students need to master at each stage of learning. They align classroom planning with whole-school plans for sequential curriculum delivery. Teachers use the year level achievement standards and curriculum content to support identification of current levels of learning and achievement prior to selecting the most appropriate content to develop a coherent lesson sequence.

Effective teachers take into account that in each class there may be students with a range of prior achievement (below, at, and above year level expectations) and develop plans that adopt a strength-based approach, recognising, valuing and building on students' existing knowledge and skills. They ensure teaching and learning experiences are accessible, engaging and challenging for all students.

Planning reflects the rationale, aims, content structure and the notional time allocation for each learning area. Effective teachers place a priority on making the curriculum locally relevant and embed the general capabilities, cross-curriculum priorities and connections to other learning areas to plan culturally responsive teaching, learning and assessment.

Authentic assessments are an essential component of teaching and learning, providing opportunities for students to demonstrate progress against their year level achievement standard. Teachers use formative and summative assessment to reflect, refine and re-teach, or progress. They adjust the pace, structure and content of lessons based on student responses to assessments.

Why
The Western Australian curriculum prescribes content and achievement standards which teachers use to plan teaching and learning programs, assess student progress and report to parents. Learning area syllabuses deliver a sequential and age-appropriate progression of learning.

A series of content descriptions set out the knowledge, understandings and skills that teachers are expected to teach and students are expected to learn. The core content has been written to ensure that learning is appropriately ordered and unnecessary repetition is avoided. A concept or skill introduced at one year level may be revisited, strengthened or extended at later year levels as needed.

Rosenshine (2012) found that effective teachers recognise the need to consider the limitations of working memory. They break down learning into smaller, sequenced steps. By reducing content into logical steps and providing ongoing opportunities for practice, consolidation and application, students are supported to embed new learning into long-term memory. Effective teachers ensure students achieve each step before progressing learning, regularly checking for understanding and reteaching when necessary.

Quality teaching is deliberate and intentional. Effective teachers focus on specific learning, acknowledging that all learning must have a purpose. Planning aligns with the Western Australian Curriculum and Assessment Outline with teachers strategic in their selection and facilitation of engaging teaching and learning opportunities to progress student achievement.

How
Select and sequence content
Effective teachers prepare for explicit teaching using their comprehensive knowledge of the curriculum to sequence content into coherent teaching and learning experiences. They focus on the progressive steps that lead to independent application of new knowledge, understandings and skills. They consider expanding or contracting the time allocated to new learning based on what students already know and what they will learn next.

Plan for students at different levels of achievement
The Western Australian curriculum scope and sequence documents provide guidance related to learning area conceptual and skill development across year levels. Effective teachers use these documents to plan for students at different levels of achievement and to assist in addressing misconceptions. They recognise that students learn at different rates and in different stages. Depending on each student's rate of learning, not all of the content descriptions for a particular year level may be relevant to a student in that year level. Some students may have already learned a concept or skill, in which case it will not have to be explicitly taught to them in the year level stipulated. Other students may need to be taught concepts or skills stipulated for earlier year levels.

Sequence content in small steps

Effective teachers know that many areas of learning are built around a logical set of ideas or steps that build on each other or follow a sequence. They connect new learning to what students already know and using their knowledge of learning area concepts and skills, they sequence learning into small steps to ensure students build strong schemas in their long-term memory. Through formative assessment, effective teachers ensure students achieve each step before progressing through the sequence.

Embed general capabilities and cross-curriculum priorities

Effective teachers create opportunities to incorporate the general capabilities and cross-curriculum priorities into their teaching and learning sequences. They recognise that as a foundation for further learning and adult life, teaching and learning needs to include development of practical skills in areas such as literacy and numeracy, information and communication technology, ethical understanding, critical and creative thinking, intercultural understanding, and personal and social capability. Effective teachers deliver learning area content at the same time as developing knowledge, understanding and skills relating to Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's Engagement with Asia and/or Sustainability. They know that the priorities are relevant to the lives of all students and address the contemporary issues they face.

Design logical lesson sequences

Over the course of the year, effective teachers develop plans to address learning area content descriptions. They make decisions about the content that will be explicitly taught in each learning sequence. In developing each sequence, teachers:
- review the Western Australian Curriculum and Assessment Outline learning area rationale, aims, content structure and ways of teaching
- consider school context, agreed relevant whole-school approaches and school level improvement targets
- engage with data and other evidence to identify students' current levels of learning and achievement
- identify elements of the year level achievement standard that will be addressed in the sequence
- make decisions about the content descriptions related to the identified elements
- embed opportunities for teaching related to the general capabilities and cross-curriculum priorities
- plan for student diversity, including cultural responsiveness
- design a logical lesson sequence towards achievement of concepts or skills
- provide opportunities for practice, consolidation and application using a range of strategies to engage all learners
- plan for formative and summative assessment.

Evaluate the impact of practice

Effective teachers reflect on, and evaluate, the impact of their practice. Reflection is informed by evidence, including responses to teacher questioning, feedback from students, and formative and summative assessments. Evidence is used in an ongoing way to adjust the learning sequence to ensure student learning needs are addressed. Teachers make decisions about adjusting the time allocated to lessons within a sequence, reteaching or progressing the learning.

Reflective questions

- In developing lesson sequences, how do I meet the needs of students at different levels of achievement?
- How do I support students to build strong schemas in their long-term memory?
- How do I reflect on, and evaluate, the impact of my practice?
- What adjustments do I make during the learning sequence and what evidence informs these adjustments?

Resources and references

- Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine
- National School Improvement Tool
- Western Australia Curriculum and Assessment Outline
- Curriculum Support K–10 professional learning modules
- Rosenshine, B. (2012). Principles of instruction: Research-based strategies that all teachers should know
- Sherrington, T. (2019). Rosenshine's Principles in Action
- Sherrington, T., & Caviglioli, O. (2020). Teaching WalkThrus

Cognitive load theory

What

An understanding of how we learn, process information and store knowledge is based on two commonly established findings within cognitive load theory. The first is that there is a limit to how much new information the human brain can process at one time. The second is that there are no known limits to how much information our long-term memories can process.

Cognitive load theory indicates the human brain can only process a small amount of new information at once but can process very large amounts of stored information. The average person can only hold about four pieces of information in their working memory at one time. Processing new information can result in 'cognitive load' which can impact on learning.

Large amounts of information are stored in long-term memory. Long-term memory information is stored in 'schemas', which provide a structure for organising and storing knowledge.

There are three types of cognitive load:
- Intrinsic load – is the inherent complexity of the content and the student's prior knowledge. It is necessary for new learning but can cause overload if the information is too complex
- Extraneous load – results from less effective instruction that requires students to construct and discover their own knowledge, for example, a student is left to solve a problem without the necessary pre-requisite skills or any guidance. Without the appropriate schema construction, students can experience cognitive overload
- Germane load – effective instruction that enables schema construction and automation. It results in reduced cognitive load and successful learning.

Cognitive load theory supports explicit teaching as it accords with how the human brain processes new information. Students who experience new learning where teachers clearly show them what to do and how to do it, progress at a faster rate.
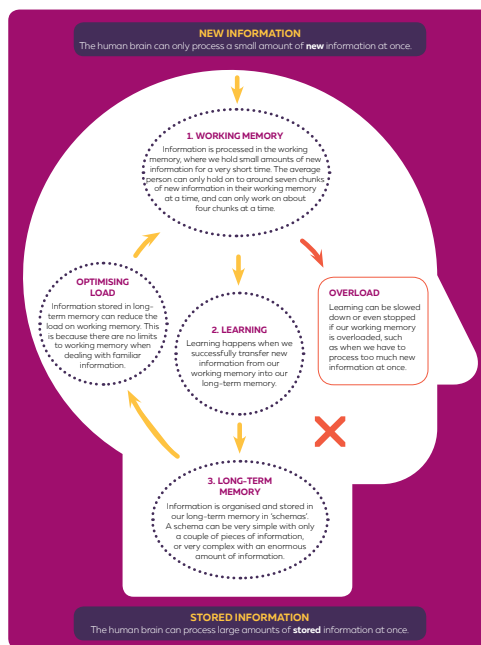
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Why

Learning takes place when we can successfully transfer new information from our working memory into our long-term memory.

Effective teachers have an awareness and practical understanding of how the brain works and how learning occurs. They adjust their teaching practice to improve students' performance and maximise student learning opportunities. Dylan Wiliam describes cognitive load theory as 'the single most important thing for teachers to know' (Wiliam, 2017).

People have evolved with two types of knowledge, biologically primary and biologically secondary. Biologically primary is evolved knowledge that does not require instruction, such as speaking, listening and facial recognition. Biologically secondary is cultural knowledge that requires instruction and is not left for students to discover, such as reading, writing and specific subject-matter content.

Information learnt at school is biologically secondary knowledge. As this information does not come naturally, students need to be explicitly taught. When information is broken down, worked through and practised, it becomes automatically recalled and successfully stored in long-term memory 'schemas' in the brain. Students are then able to retrieve this information and apply it to deeper learning and problem-solving.

The automation of schemas reduces the burden on working memory because when information can be accessed automatically, the working memory is freed up to process new information (Laberge & Samuels, 1974).

Students' working memories can become overloaded when too much information is presented. When working memory is overloaded, there is a greater risk that the content being taught will not be understood by the learner, will be misinterpreted or confused, will not be effectively encoded in long-term memory, and learning will be slowed down (Martin 2016).

How
Make connections to existing knowledge and skills
Students learn best when teachers build on their existing knowledge and skills. Effective teachers draw on information stored in students' long-term memories to reduce cognitive load. They recognise how much new information the human brain can process at one time and tailor lessons by adjusting the amount of information required for students to make sense of new learning.

Explicitly teach concepts and skills
Effective teachers provide students with explicit guidance followed by independent practice and timely feedback to reduce students' cognitive load. The gradual release of responsibility model supports students to develop fluency and automaticity, resulting in confidence and accuracy when learning new content. It involves a phased approach that gradually moves from focused explicit instruction with teachers holding the responsibility of the cognitive load, to guided instruction followed by collaborative and independent application.

Present all connected information together
Students' working memories can become overloaded when information is presented in parts, for example, a diagram presented on one page and the related written explanation on another. In this case, students need to hold connected information in their heads, whilst they try to make sense of each related part. Effective teachers present connected information together to help students successfully process the learning.

Present complex information orally and visually
Effective teachers reduce cognitive load by simultaneously presenting oral and visual information when teaching concepts that are difficult to understand. The brain processes visual and auditory information separately. Auditory items in working memory do not compete with visual items in the same way that two visual items do, for example a picture and some text, compete with one another.

Remove information that is not essential
Less is best. Effective teachers present information that is directly relevant to the concept or skills being taught. Non-essential information confuses students about the important information and reduces working memory. If using multi-media presentations, it is important to not include unrelated graphics and images that impact on students' ability to process new learning.

Use worked examples
A worked example is a problem that has been solved step-by-step by the teacher. The worked example clearly explains the steps needed to be successful. In addition to providing students with written examples, worked examples include the teacher modelling the steps whilst thinking aloud or demonstrating use of equipment. Effective teachers use worked examples to reduce cognitive load on students' working memories.

Consider complexity of the learning
To prevent overload, limit the amount of content introduced if presenting complex information to students with no previous experience. If the material is easy to understand or if the students have previously been exposed to the content, effective teachers gradually increase complexity to maximise engagement and learning.

Increase independent problem-solving gradually
Effective teachers gradually increase independent problem-solving as students become more proficient in the new concept or skill. Explicit teaching is effective for teaching students new material, however, it becomes less effective as students develop expertise. When students demonstrate increased expertise, effective teachers provide further opportunities for problem-solving and independent work.

Reflective questions
- What do I understand about cognitive load theory?
- What strategies do I use to reduce students' cognitive load?
- How do I support students to transfer learning into their long-term memory?

Resources and tools
- NSW: Cognitive load theory
- NSW: Cognitive load theory in practice
- NSW: Cognitive load theory: Research that teachers really need to understand
- An Introduction to cognitive load theory
- Managing cognitive load through effective presentations
- Lovell, O. (2020). Sweller's Cognitive Load Theory in Action
- Rosenshine, B. (2012). Principles of Instruction
- Wiliam, D. (2017) I've come to the conclusion Sweller's Cognitive Load Theory is the single most important thing for teachers to know (Twitter)

Engage

High expectations

What

Effective teachers believe they can unlock the learning potential of every student. When educators hold high expectations, they take responsibility for the success of all students, whatever their background or personal circumstances.

Having high expectations of students sets the tone for learning in the school. A culture of high expectations is underpinned by a collaborative relationship between school leaders, teachers, students and parents, and is reflected in the school's environment, values and practices.

Effective teachers anticipate the success of every student and provide educational opportunities that match the aspirations of families and communities.

Teachers that hold high expectations of their students, show interest and care for student wellbeing. They recognise the importance of building a strong rapport with students, provide individualised constructive feedback and engage in ongoing classroom conversations that encourage continuous improvement.

A high expectations classroom emphasises a culture of peer and teacher support. Teachers promote high expectations by creating supportive and orderly classroom environments with established routines that support a focus on learning. They know their students well, value them as learners, and effectively differentiate teaching and learning to enable students to achieve their goals.

In a high expectation environment, students are supported to set goals that are relevant, specific and measurable. Teachers strengthen students' confidence and self-belief, and provide an appropriately challenging curriculum with students supported to monitor and evaluate their progress. Challenging and engaging students, including encouraging students to take learning risks, assists the development of skills and competencies that enable success at school and beyond.

Why

All students benefit from high expectations.

Research shows that the expectations of teachers, parents/carers and peers impacts students' self-esteem, self-efficacy and academic motivation. When teachers model high expectations, students typically adjust their personal expectations and behaviours to match those of their teacher. This results in a positive impact on wellbeing, engagement and achievement.

Haywood and Perso (2015) make the assertion, "Whilst having high expectations of students is largely about how a teacher 'positions' their students, it is also a pedagogy. Having high expectations is more than a belief. Its power lies in how you demonstrate the belief to students so that they have no doubt that you know they can do something."

Hattie (2009) states, "What matters … [is] teachers having expectations that all students can progress, that achievement for all is changeable (and not fixed), and that progress for all is understood and articulated."

How
Challenge all students

All students need to be consistently challenged. Learning experiences should connect with students' existing knowledge, skills and values while extending and challenging their current ways of thinking and acting. Effective teachers use formative assessment to understand students' strengths and areas for improvement, and plan a range of learning experiences that cater for diverse student needs. Differentiated experiences support students to achieve challenging goals that are responsive to their strengths and aspirations.

Establish and communicate shared expectations with parents/carers

Effective teachers strengthen relationships through regular communication with parents/carers regarding their child's progress and learning goals. They focus on positive communication, take the opportunity to share successes and actively engage with parents/carers as partners in their child's learning.

Create supportive classroom environments

Effective teachers provide emotional support for students by creating warm and supportive classroom environments with strong teacher–student relationships. When students feel culturally, socially and emotionally safe, they are more likely to take educational risks, perceive mistakes as learning opportunities and develop a growth mindset. To ensure teachers are responsive to the needs of all students, they seek and listen to feedback from parents/carers and the students themselves.

Establish clear expectations for learning and behaviour

Effective teachers build orderly environments with established rules, routines and procedures, including explicitly teaching students to work collaboratively and cooperatively to support peer teaching and learning. Routines enable students to feel safe, have autonomy and build responsibility. Effective teachers use classroom time efficiently and emphasise how effort contributes to improvement and the achievement of goals.

Engage in positive classroom interactions

Effective teachers actively engage with and listen to their students. They know their students well, facilitating feedback and differentiation. Positive classroom interactions help students feel valued. Students know that their teachers are invested in their success. Positive interactions support student wellbeing and engagement, leading to improved achievement.

Provide feedback

Effective teachers provide clear and specific feedback to assist students with their learning and achievement. Feedback is responsive to student readiness, and cultural and linguistic diversity. It assists with students' self-reflection, identifies the skills, knowledge and understanding needed for improvement, and defines the next learning steps.

Support students to set challenging goals

Effective teachers involve students in the co-design of challenging goals, appropriate to current understandings. They support students to break long-term goals into smaller chunks and explicitly teach students to self-evaluate against goal achievement, giving them greater ownership of their learning. The process of learning, self-improvement and skill acquisition is emphasised to enhance motivation and build self-efficacy.

Reflective questions

- How do I convey high expectations of learning, effort and engagement for all students?
- How do I demonstrate to students that I value them as learners and want them to succeed?
- How do I know if students have high expectations of themselves?
- How do I ensure I deliver an appropriate and challenging curriculum for the diverse range of student abilities?
- How do I adjust my communication to best support effective feedback?
- How do I establish shared expectations with parents/carers?

Resources and references

- NSW: What works best in practice
- NSW: How high expectations and engagement in primary school drive student learning
- NSW: Supporting high academic expectations
- QLD: PBL– High expectations and students with complex needs
- SA: Teaching for Effective Learning Framework guide
- The Education Hub: How to develop high expectations
- VIC: Practice principles for excellence in teaching and learning
- Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. NY: Routledge.
- Haywood, C., & Perso, T. (2015). Teaching Indigenous Students: Cultural awareness and classroom strategies for improving learning outcomes
- Macklin, P., & Zbar, V. (2017). Driving School Improvement: A Practical Guide

Restorative approaches

What
Restorative approaches require thinking and interacting in ways that place positive relationships at the centre of teaching and learning. The Department of Education's values of equity, student voice, truth telling, care, teamwork and learning are embedded and enacted through working in restorative ways.

Restorative teaching practice focuses on working with students, rather than doing things to them or for them, maintaining positive relationships and applying fair process in decision making.

When teachers apply restorative approaches in the classroom, they:
- interact sensitively with people from cultural backgrounds different to their own
- build trust, safety, respect, empathy and understanding in all relationships
- value and build on the cultural and linguistic strengths of students
- listen deeply, are positive and optimistic and future focused
- are responsive to identified needs required for safety, connection, wellbeing, self-determination, and care and concern for others and the community
- view conflict as an opportunity to grow and learn, and teach students to cope with challenges and be accountable for their actions
- separate behaviours of concern from the student
- provide opportunities to repair and restore relationships when harm has occurred
- apply procedural fairness and implement consequences that are proportional and fair.

Why
Positive student behaviour is essential to promote engagement in learning and to maximise the impact of classroom teaching. Creating safe, orderly, supportive, inclusive and culturally responsive environments, that enable students to fulfil their learning potential, is a responsibility shared by all members of the school community.

Using a restorative approach is about promoting, creating and sustaining positive relationships. A restorative climate and culture minimises the impact of conflict on social and emotional wellbeing and academic achievement, and teaches all members of the school community how growth and learning may occur through a restorative response to conflict.

A restorative classroom climate has the potential to increase both emotional and cognitive engagement and to reduce harmful behaviour, including incidents of bullying, violence, racism, discrimination and harassment.

How
A restorative approach includes proactive and preventative strategies as well as more targeted and individual interventions to support positive behaviour and strengthen students' personal and social capabilities.

Effective teachers explicitly teach, model and promote social emotional competencies and skills including self-awareness, self-management, emotional regulation, the development of empathy, responsible decision making, social awareness and relationship building skills. They use a proactive model of restorative practices in the classroom.

Self-awareness and contextual understanding

Restorative classroom environments

Planning positive restorative outcomes

Positive relational supports for behaviour
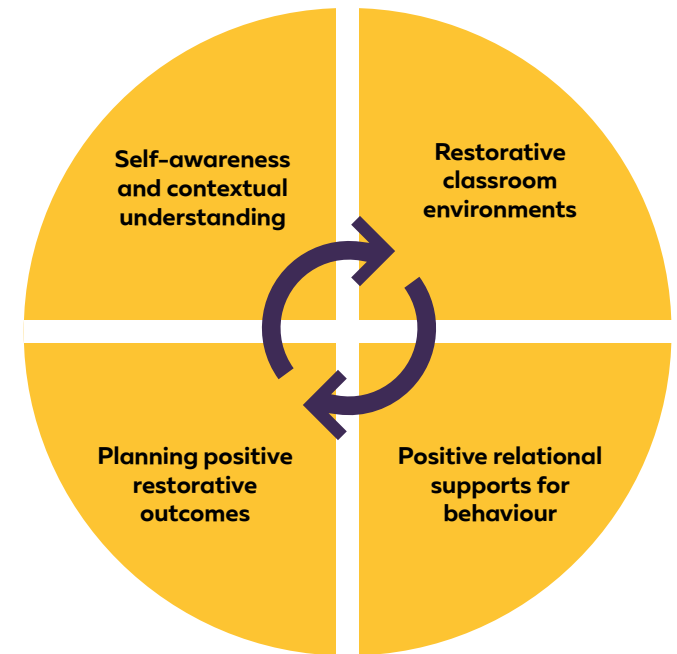
Self-awareness and contextual understanding
Teachers and allied professionals engage in a process to develop self-awareness by asking questions such as:
- What key character strengths, talents and skills do I bring to the classroom?
- How do my values, beliefs and experiences influence my practice?
- How aware am I of my own cultural values, beliefs, world views, and potential biases?
- What thoughts and feelings do I have about students who misbehave or don't engage in learning?
- What is my coping style for managing stress, conflict and problem solving?

Teachers and allied professionals engage in a process to develop contextual understanding by asking questions such as:

- What do I know about the community where I teach?
- What do I know about my students and their families?
- What do I know about the skills and talents of my colleagues?
- What opportunities do I create to work collaboratively, to seek collegiate support, and provide or engage in coaching and shared problem solving?

Restorative classroom environments

Proactive and preventative actions consist of three key elements:

1. **Physical environment includes creating a:**
   - physically, emotionally, culturally and relationally safe environment that considers the sensory needs of students
   - welcoming classroom that values and celebrates diversity
   - variety of restorative spaces for individual students and the whole class. Spaces can be inside and outside the classroom
   - display of visual reminders such as routines, values and scripts for problem solving.

2. **Relationships focus on:**
   - connecting with the unique strengths and talents of each student
   - building opportunities for all students to feel a sense of safety, identity and belonging, achievement, autonomy, altruism, adventure and fun
   - modelling optimism and hope, solution finding and a growth mindset, using strength-based language
   - immediately responding to prevent and reduce issues of bullying, racism, harassment and discrimination

- using class circle meetings to:
  - co-create classroom values, expectations and consequences
  - build community, social capital and student voice in decision making
  - build emotional literacy and awareness through daily check-ins
  - engage in collaborative problem solving
  - explicitly teach social emotional competencies and skills.

3. **Teaching and learning programs include:**
   - time allocated for brain-breaks and activities that support students' engagement in learning
   - embedding opportunities to learn in responses to student behaviour
   - implementing instructional skills that increase cognitive and emotional engagement.

Positive relational supports that strengthen and support positive student behaviour include using:

- communication strategies to redirect to positive behaviour such as verbal and non-verbal signs of support, visual reminders, and offering help
- communication strategies to identify needs, respond to and re-engage students in learning such as active listening, empathic statements, I messages, and empowering statements that offer student choice and voice
- de-escalation skills to support students to manage aggression, and challenging and unsafe behaviour, and communicating hope for resolution
- debriefing scripts after an incident to support planning for re-engagement in learning
- fair processes in determining consequences for student behaviour
- informal and formal processes and practices for repairing harm done to others
- social-emotional learning plans that meet identified needs of individual students.

Planning positive restorative outcomes for students with complex needs involves school leaders, teachers and allied professionals collaborating to:

- identify strengths, needs underpinning behaviours, stressors, and supports to meet the complex needs of students
- seek specialist planning and guidance, from internal and external stakeholders, to problem-solve complex issues and develop individual plans that respond to identified needs in the classroom, manage safety issues and mitigate risks.

Reflective questions

- How do I engage in a process that develops my self-awareness and contextual understanding?
- How do I create a restorative classroom environment? Consider the physical environment, relationships and teaching and learning.
- What are the considerations for ensuring that I am culturally responsive in my approaches?
- How do I use positive relational supports to respond to student behaviour?
- How do I plan positive restorative outcomes for students with complex needs?

Resources and references

- What is restorative practice?
- Restorative practice
- Restorative practice support for students and families
- International Institute of Restorative Practice

Culturally responsive pedagogies

What

Culturally responsive pedagogies are learner–centred, place–based approaches that build on the cultural and linguistic backgrounds and strengths that Aboriginal students bring to school. Culturally responsive schools recognise the full educational potential of each student and provide the support and challenges necessary for them to achieve that potential. Culturally responsive pedagogies align with the aspirations of Aboriginal families and communities and respond to individual student needs.

Teaching and learning programs that provide Aboriginal students with the ability to see themselves, their identities and cultures reflected in the curriculum have a positive impact on their cultural safety, wellbeing, engagement and achievement.

Culturally responsive pedagogies use the knowledge and experiences of students as resources for teaching and learning. These approaches acknowledge and are responsive to the diversity that exists across Aboriginal communities and recognise that there is no such thing as one homogenous way of learning for Aboriginal students.

Effective teachers use culturally responsive pedagogies to strengthen students' cultural identity and build strong relationships between the school, family and community. These pedagogies support all students to develop understanding and value for Aboriginal histories, cultures and languages, and enable all students to engage in reconciliation, celebration, respect and recognition of the oldest continuous living cultures in the world.

Why

Effective teaching is a critical factor in improving outcomes for Aboriginal students. High quality teaching strategies used for Aboriginal students will benefit all students. Aboriginal students have a better chance of experiencing success when teaching is responsive to their cultural, linguistic and community backgrounds.

The Department of Education is committed to improving the educational experiences of Aboriginal people. This is demonstrated through policies and initiatives that require all people to engage in cultural responsiveness. Culturally responsive teaching has a positive impact on the education and wellbeing of Aboriginal people, their families and communities.

The Department's number one success indicator outlined in the strategic directions states that Aboriginal students will succeed as Aboriginal people.

How

Aboriginal students have a right to culturally safe learning environments and culturally responsive pedagogies. When students experience cultural safety their social, emotional, spiritual, health, and wellbeing is strengthened, and they are more likely to experience success.

Culturally responsive teachers:
- **have high expectations for Aboriginal students.** They anticipate the success of every Aboriginal student, and create the conditions required for students to achieve. They do this through being responsive to the learning needs and aspirations of Aboriginal students; listening to and learning from the community; delivering engaging education; and strengthening Aboriginal students' sense of cultural identity.
- **enrich the curriculum with Aboriginal knowledges, identities and worldviews.** They embed national, regional and local Aboriginal perspectives, histories and cultures across all learning areas in all phases of learning for all students.
- **develop respectful, culturally affirming relationships with students.** They become the learner when engaging with their students' cultures and communities. They know the cultural and linguistic background of each student and get to know the students' families and communities and foster their participation in teaching and learning.

- **build their own cultural capital.** They participate in community events and activities. They communicate effectively with Aboriginal parents and community members. They know the history of the local Aboriginal community and engage with local Elders and community members to establish collaborative, trusting relationships. They collaborate with the local Aboriginal community to include place-based knowledge and expertise in learning programs. They abide by local cultural protocols and incorporate them into the classroom.
- **create a caring, culturally safe and structured learning environment that values and respects all Aboriginal students' cultural and linguistic backgrounds and learning needs.** They use the cultural identity of the student as a starting point when designing learning programs. Effective teachers use culturally and contextually relevant materials, texts and resources that students can relate to and that acknowledge and celebrate Aboriginal ways of knowing, being and doing. They use a range of teaching strategies that cater for diverse and individual learning needs. They incorporate local cultural knowledge, community resources and the local environment into learning activities.

Reflective questions

- What do I know about the strengths, aspirations and learning needs of students and how I can use this knowledge to support their development?
- Do I know about the cultural, social and historical context of the local community and how do I teach this across the curriculum or within my learning area?
- Do I understand that Aboriginal students are culturally and linguistically code-switching to access teaching and learning? How do I support them?
- Do I understand what is meant by 'enabling Aboriginal students to succeed as Aboriginal people'? How does it impact the way I support my students?
- Am I effectively implementing culturally responsive practices and approaches?
- Do I ensure strength-based perspectives and language are evident in my teaching resources?

Resources and references

- Aboriginal Cultural Standards Framework
- Why we privilege Aboriginal and Torres Strait Islander histories and cultures
- Alice Springs (Mparntwe) Education Declaration 2019
- Welcome to Country and Acknowledgement of Country Protocols
- Cross Curriculum Priority Aboriginal and Torres Strait Islander Histories and Cultures
- Tracks to Two-Way Learning
- EAL/D Progress Map
- EALD Hub: Capability framework: Teaching Aboriginal and Torres Strait Islander EALD learners
- Two-way Science – On Country learning

Instruct

Learning intentions and success criteria

What

Learning intentions explicitly describe what learners should know, understand and be able to do by the end of a learning sequence. Success criteria describe the how in the learning and are directly linked to the learning intention, in specific terms and in language that is meaningful to students.

Learning intentions make visible, for students, the conceptual learning that sits behind an activity and provide clarity about the purpose and relevance of the task. Learning intentions support students to understand what they are learning, why they are learning it and gain a deeper understanding of the learning so they can articulate this.

Success criteria set the expectations for the learning and describes the steps, process or evidence that students must demonstrate to be successful. Researcher in formative assessment, Shirley Clarke states '... success criteria summarise the key steps or the ingredients the student needs in order to fulfill the learning intention – the main things to do, include or focus on' (Unlocking Learning Intentions and Success Criteria, 2021). Success criteria should be concrete and measurable, through assessment, to determine how well students have met the learning intention.

Why

Learning intentions and success criteria provide purpose and clarity about the knowledge, understanding and skills students are expected to learn. When students know what success looks like, they are more likely to set goals and acquire a stronger sense of how to judge their own progress. Ultimately, students know what they are going to learn and what it looks like when they have learned it.

John Hattie's research (Visible Learning, 2008) states that clearly articulated learning intentions and success criteria in every lesson has an effect size of 0.75 in lifting student achievement.

When learning intentions and success criteria are used effectively, they:

- ensure all students know what they are learning and how to identify achievement
- support students to take responsibility for, and have ownership of, their learning
- provide a basis for feedback
- help students understand what improved performance looks like
- assist in tracking and assessing student progress.

How

Use the Western Australian curriculum to plan learning intentions and success criteria

Effective teachers consider the concepts that are central to the content descriptions. They map the learning sequence within the concepts to chunk the learning into manageable pieces and translate these into learning intentions.

Co-construct success criteria

Effective teachers co-construct success criteria with students by deconstructing a work sample to identify the reasons why it demonstrates success. When success criteria is coconstructed and work samples are deconstructed, students learn to analyse and internalise the criteria to understand what success looks like. The work sample can be annotated and used by students to refer to when creating their own work, and for self and peer assessment. Work samples can be provided to students at different levels of quality to prompt discussions about the progression of achievement across the samples.

Using clear and consistent language

Clarke, Fisher and Frey, Hattie, and Marzano all state that using 'we are learning...' instead of 'we are doing...' creates meaning for students. When writing learning intentions, include the terms know, understand or be able to. This clearly articulates the knowledge, understanding and skills that students are going to learn. Writing the learning intention from the students' perspective 'we are learning...' supports students to take ownership of their learning and makes learning more explicit.

Explain subject-specific vocabulary

Effective teachers explain subject-specific vocabulary to ensure students have a strong understanding of the learning intention and success criteria. Effective teachers use language that is appropriate to the age, phase and context of the students. The meaning of subject-specific words is explored within the context of the learning area.

Use learning intentions and success criteria at point of need

Learning intentions and success criteria may be used throughout the lesson. Effective teachers make deliberate decisions about when to use learning intentions and success criteria. They determine their use at point of need. They may use them at the start and end or throughout the lesson to help students clarify their understanding and refocus their learning.

Cater for diversity

Effective teaches use a variety of modes that may include written, spoken, visual, audio or video strategies to ensure all students understand the learning intention and success criteria. Students with disability and additional learning needs may require personalised learning intentions and success criteria, broken down into smaller, more manageable components.

Provide feedback

Teachers provide feedback directly related to the success criteria. This enables students to make adjustments, remain on track and improve their progress. Feedback provides students with opportunities to measure their progress and achievement against learning intentions and success criteria.

Reflective questions

- What do I want students to know, understand or be able to do at the end of the learning sequence?
- Have I used the Western Australian curriculum to plan the learning intentions and success criteria?
- Can students articulate what and why they are learning, and how they are progressing in their learning?
- How do I cater for diverse student needs when communicating learning intentions and success criteria?
- How do I ensure students receive feedback, so they are able to reflect on their progress in relation to learning intentions and success criteria?

Resources and references

- AITSL: Using success criteria, Illustration of practice
- AITSL: Learning intentions and success criteria
- Learning intentions and success criteria

Prior knowledge

What
Prior knowledge refers to the knowledge, understanding and skills that students bring to learning. Effective teachers activate prior knowledge before teaching new content. Through activation of prior knowledge, students are able to connect with what they already know, providing a base on which to build further learning.

Teachers use the retrieval of prior knowledge to:
- determine the appropriate starting point for each student
- reteach misconceptions that students may have before introducing new concepts.

Effective teachers use a range of strategies to support students to retrieve and activate their prior knowledge.

Why
It is essential that teachers support students to actively engage with new content. Researchers Robert Marzano and John Hattie agree that this starts with activating students' prior knowledge. Piaget's schema theory identifies activating prior knowledge as essential.

Effective teachers link new information to students' prior knowledge. They draw on information stored in students' long-term memories to reduce cognitive load. They recognise how much new information the human brain can process at one time and tailor lessons by adjusting the amount of information required for students to make sense of new learning.

Exploration of prior knowledge improves student metacognition. When students compare and contrast new information with existing knowledge and understanding they develop a greater awareness of their own thought processes. They think about their thinking as they engage with new learning and actively embed new information in their long-term memory schemas by creating connections to prior learning.

The likelihood that students will be able to recall and use what has been taught is increased if teachers plan strategies to help them engage their prior knowledge and connect new information to their current understandings. Students may possess the appropriate prior knowledge but may not make connections with the new content without being prompted to recall previous learning (Howard-Jones et al., 2018).

The more teachers help students to engage their prior knowledge and understanding, the more likely they are to learn well.

How
Brainstorm related vocabulary and terms
Effective teachers activate students' prior knowledge by brainstorming vocabulary and terms related to new learning. They ask students to explain how the vocabulary and terms relate to the content.

Employ think, pair, share
Effective teachers ask students to recall prior knowledge with a partner, and make connections between new learning and what they already know, understand and can do. They provide time for students to think on their own or to record their thoughts before they share with a partner, and then with the class.

Use graphic organisers
Effective teachers use graphic organisers for students to record prior knowledge and understanding. Organisers such as KWL charts help students to make connections to new learning. When using a KWL chart, students record what they already know and what they want to know before the lesson(s), and what they learnt at the conclusion of learning.

Use concept maps
Concept maps are a diagrammatic representation of students' knowledge. They provide an overview of key ideas associated with a particular topic and indicate how the ideas relate to each other. Effective teachers use concept maps to gain insight into how students organise and represent current knowledge and understanding.

Implement gallery walks

Effective teachers prepare prompts, including images and short summaries of new content, leaving room for students to record their current knowledge and understanding. Prompts could be in digital format or on posters displayed in the classroom. In small groups, students activate prior knowledge by recording their understandings on each prompt.

Use anticipatory guides

An anticipatory guide is a set of ideas about a topic that students respond to, prior to new learning. When using anticipatory guides, teachers often prepare a list of assertions with which students must agree or disagree. Effective teachers use these guides to assess prior knowledge and to clarify misunderstandings.

Ask students to record what they already know

Before teaching new content, effective teachers ask students to record, within a short time frame, what they already know about the topic. Teachers read student responses to establish prior knowledge and understanding.

Support EALD students

Effective teachers consider the learning needs of EALD students. They know that students may have differing prior knowledge and experiences. Students may have learnt about similar topics, but their understanding of the topic is in their first language.

Reflective questions

- How do I recognise prior knowledge when planning for teaching and learning?
- What opportunities do I provide for students to activate their prior knowledge and demonstrate what they already know?
- How do I support students to make clear links between prior knowledge and new learning?

Resources and references

- Western Australia Curriculum and Assessment Outline
- NSW: Plan learning experiences and instruction
- SA: Teaching for Effective Learning Framework guide
- Hattie, J., & Yates, G. (2014). Visible learning and the science of how we learn
- Howard-Jones, P., & Yau, S. (2018). Applying the science of learning in the classroom
- Marzano, R. (2004). Building Background Knowledge for Academic Achievement: Research on What Works in Schools
- Rosenshine, B. (2012). Principles of instruction: Research-based strategies that all teachers should know
- Sherrington, T. (2019). Rosenshine's Principles in Action
- Wenk, L. (2017). Centre for Teaching and Learning: The importance of engaging prior knowledge

Review previous learning

What

Our working memories hold small amounts of information for a limited amount of time with new content easily forgotten, particularly as learning tasks increase in complexity. Effective teachers assist learning to transfer from the working memory to the long-term memory by reviewing previous learning. Retrieval practice helps students commit learning to their long-term memories, providing more space in their working memories to engage with new learning.

Effective teachers help students to consolidate learning in long-term memories so that it is retained and used as a basis for future learning. They plan regular opportunities for retrieval practice. Spaced retrieval practice supports students to recall previous learning fluently and automatically. Teachers know that by providing opportunities for spaced retrieval, students will be able to recall learning with little or no effort.

Retrieval practice involves students actively recalling their learning. Effective teachers prompt students to access previous learning through a range of strategies that support students to build on and apply learning to new tasks and different contexts.

Through frequently reviewing previous learning, effective teachers are able to meet the individual needs of students. They promptly identify learning gaps and misconceptions, and check that the accuracy of student understanding has been maintained.

Why

Rosenshine (2012) found that effective teachers recognise the need to consider the limitations of working memory. By providing ongoing opportunities for students to review, practice, consolidate and apply learning, students are supported to embed new learning into long-term memories.

Rosenshine suggests reviewing content daily, weekly and monthly. He identifies that reviewing learning at the start of a lesson is an important component of instruction as the working memory is small and can be easily overloaded. Review strengthens previous learning and can lead to fluent recall.

Weekly and monthly reviews, when used together, have a significant impact on long-term memory retention. Spaced retrieval practice strengthens memory, making it more likely that information will be remembered in the long term.

Students need to be involved in extensive practice in order to develop well-connected and automatic knowledge. Using a range of strategies to rehearse and review information strengthens interconnections between learning.

How

Implement spaced retrieval practice

Spaced retrieval is the practice of recalling previous learning at a point in time after the initial lesson. By revisiting previous learning, teachers support students to effectively encode information into their long-term memories. Effective teachers incorporate spaced retrieval practice into teaching time. They insert retrieval techniques at appropriately spaced intervals, for example, weekly and monthly.

Review learning at the start of a lesson

Effective teachers review previous learning to reactivate recently acquired knowledge, creating a solid foundation that students can build upon during the remainder of the lesson. They know that retrieval is important to support memory retention and to connect previous learning to new learning.

Plan for automaticity

When planning for review, effective teachers consider information that needs to be well understood and automatically recalled, including subject-specific vocabulary, grammar and punctuation, language scripts, mathematical facts and chemical equations.

Check for understanding

Through frequently reviewing previous learning, effective teachers are able to meet the individual needs of students. Whilst reviewing, they identify learning gaps and correct misconceptions or wrong answers, and check that the accuracy of student understanding has been maintained. They know that misconceptions could be reinforced if errors are not corrected promptly.

Provide appropriate challenge

Effective teachers know that challenge is important when reviewing previous learning. Retrieval practice is most effective when students are given the opportunity to practice, consolidate and apply learning through tasks with an appropriate level of challenge. They support students to access their knowledge and apply their learning in different ways.

Plan for students to transfer learning

Through deliberate retrieval practice, effective teachers support students to achieve mastery of knowledge, understanding and skills. They support students to transfer what has been learned in one context to new contexts, including across learning areas. They know that students must be able to flexibly adapt their learning to solve new challenges.

Use a range of strategies to review previous learning

Effective teachers use a range of strategies that engage all students in the review of previous learning. Students can demonstrate and share their knowledge on cards or whiteboards. Physical actions including raising hands or thumbs up or down, can be used to indicate if students agree or disagree. Technologies enable understandings to be rapidly checked without students feeling they are put on the spot publicly.

Create a no hands-up culture

Using a randomisation method ensures all students have the opportunity to answer questions. This leads to higher levels of engagement and assists teachers to check for understanding across the student group. Cultural identity and safety must be considered, students need time to think and rehearse answers prior to being called upon.

Ask questions

Effective teachers consider the way they ask questions to ensure they capture the degrees of student understanding. They ask conceptual and higher order thinking questions, alongside fact based questions, to ensure students access their knowledge and apply it in different ways.

Use pair work

Effective teachers ask students to review previous learning with a partner. They provide time for students to think on their own or to record their thoughts before they share with a partner, and then with the class.

Teachers could ask students to:
- summarise the main points from the previous lesson
- rehearse an explanation of a key concept
- imagine their partner was absent for the previous lesson and tell them that they missed
- provide examples of how the knowledge, understanding and/or skills could be applied in other contexts, including across learning areas.

Create quizzes

Effective teachers create a variety of quizzes to review previous learning, including implementing game-based formats and/or enabling students to work in teams. They know that retrieval practice works best when the stakes are low. Teachers ensure students are aware that quizzes are used to monitor progress and do not contribute to grades.

Map links between skills and content

Effective teachers provide opportunities for students to map links between the skills or content of the lesson and of past lessons. Making connections with past learning supports consolidation in long-term memories.

Reflective questions
- What strategies do I use to support students to review previous learning?
- How do I incorporate spaced retrieval practice into my teaching time?
- How do I ensure students have the opportunity to practice, consolidate and apply learning through tasks with an appropriate level of challenge?
- How do I support students to transfer what has been learned in one context to new contexts, including across learning areas?

Resources and references
- Inner Drive: The benefits of combining retrieval practice and spacing: the latest research
- Inner Drive: Why daily, weekly and monthly reviews matter
- AERO: Spacing and retrieval practice - Improve students' long-term retention of learning
- AERO: Spacing and retrieval practice
- Rosenshine, B. (2012). Principles of Instruction
- Sherrington, T. (2019). Rosenshine's Principles in Action
- Sherrington, T., & Caviglioli, O. (2020). Teaching Walkthrus: Five-step guides to instructional coaching

Explicit teaching

What

Effective teachers explicitly introduce new knowledge, understandings and skills. They implement coherent and sequenced plans for delivery of the curriculum. These teachers:

- use systemic and school-based data to identify student learning needs
- respond to student needs with targeted whole-class, small group and individual instruction
- provide ongoing opportunities for students to practise, consolidate and apply their learning
- systematically gather evidence to evaluate the impact of teaching
- monitor and review each student's progress to inform the next steps in their teaching.

Explicit teaching connects students to what they already know, what is expected of them, and how to do it. Students are not left to discover information for themselves when learning new concepts and skills.

Explicit teaching is characterised by clear learning intentions and success criteria, teacher modelling of new learning, supported practice, and opportunities for students to independently apply learning. Effective teachers make clear connections to concepts through progressive steps that lead to a student's independent application. Timely feedback is an important feature of explicit teaching.

School planning provides shared curriculum expectations and ensures consistency of agreed evidence-based teaching, learning and assessment practices across year levels and learning areas. Planning strengthens teacher efficacy and provides a basis for ongoing staff discussion about student progress and achievement, and the best ways to maximise academic, and social and emotional learning. Effective teachers align their classroom planning with school planning.

Why

Barak Rosenshine (2012) found that from the body of research on effective teachers, they 'teach new material in manageable amounts, model, guide student practice, help students when they make errors, and provide sufficient practice and review.' He found a structured, explicit and scaffolded approach to teaching concepts to novice learners has the biggest impact on student progress and achievement.

Gradual release of responsibility is used by effective teachers to introduce new knowledge, understandings and skills. Gradual release is an explicit teaching model that shifts the cognitive work slowly and intentionally from teacher modelling to joint responsibility between teachers and students, to independent practice and application by the learner (Pearson and Gallagher, 1986).

Cognitive load theory supports explicit teaching as it concurs with how the human brain processes new information. Students who experience explicit teaching when learning new concepts and skills, accompanied by effective feedback, progress at a faster rate.

How

Know your students and how they learn

Effective teachers know their students' backgrounds, strengths and interests, and use this information to provide a personalised connection to teaching and learning. They use a range of systemic, school and classroom-based assessments to understand student progress and achievement. Effective teachers use an explicit teaching model, informed by diagnostic, formative and summative assessment, to tailor learning to the needs of the class, targeted groups and individual students. They closely monitor progress and continually adjust their teaching in response.

Select and sequence content

Effective teachers prepare for explicit teaching using their comprehensive knowledge of the curriculum to sequence content into coherent teaching and learning experiences. They focus on the progressive steps that lead to independent application of new knowledge, understanding and skills. They consider expanding or contracting the time allocated to new learning based on what students already know and what they will learn next.

Deliver structured lessons

When introducing concepts and skills to novice learners, effective teachers use explicit teaching. Explicit teaching incorporates a series of clear steps. It is demonstrated when teachers:

- review prior learning to provide opportunities for students to recall learning from previous lessons and develop connected and automatic knowledge
- set learning intentions and success criteria to provide purpose and clarity of expected learning
- implement a gradual release of responsibility model that shifts the responsibility of learning from the teacher to the students. The four phases include:
  - focused instruction – teachers demonstrate and/or model using clear and concise language to introduce new concepts or skills
  - guided instruction – teachers provide scaffolds and direction to engage students in using the new concept or skill demonstrated during focused instruction
  - collaborative learning – students consolidate understanding through exploration, discussion, practice and working with peers, while the teacher provides support and feedback
  - independent learning – students apply the learning as appropriate.
- include a lesson conclusion that summarises and reinforces the key learning from the lesson and provides opportunities for feedback and reflection.

Use worked examples

Worked examples clearly demonstrate to the novice learner the steps needed to be successful. This can include the teacher modelling the steps whilst thinking aloud or demonstrating use of equipment. Worked examples become increasingly less effective as learners' expertise increases, eventually becoming redundant or even counter-productive to learning outcomes (Leslie et al. 2012; Pachman, Sweller & Kalyuga 2013; Yeung, Jin & Sweller 1998).

Use questioning to check for understanding

Effective teachers use skilful questioning to provide immediate feedback about student understanding. Teachers use student responses to modify instruction and meet individual needs. They make decisions about adjusting the pace of the lesson, reteaching or progressing the learning sequence.

Provide timely feedback

Effective teachers recognise the importance of quality feedback, knowing it provides evidence for planning teaching and learning that further develops students' knowledge, understanding and skills. Quality feedback focuses on the intended learning, points out strengths and provides specific details to support improvement. Professor John Hattie found that timely and quality feedback has an effect size of 0.73.

Collaborate with colleagues

Teachers have a collective responsibility to improving their practice and student learning, wellbeing and achievement (Hargraves and Fullan, 2012). Effective teachers collaborate to plan for, act on, and assess student learning. They constantly evaluate their impact on student progress and achievement. Teachers work as professional learning communities to engage with data and other evidence, and participate in observation and feedback, to refine their explicit teaching model.

Reflective questions

- How do I structure lessons when teaching new knowledge, understandings and skills?
- How do I break down knowledge, understandings and skills into teaching and learning sequences?
- How do I use explicit teaching to cater for the needs of the whole class, targeted groups and individual students?
- How do I work alongside my colleagues to refine my approach to explicit teaching?

Resources and references

- Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine
- National School Improvement Tool
- Guide to explicit instruction
- NSW: Cognitive load theory: Research that teachers really need to understand
- Archer, A., & Hughes, C. (2011). Explicit Instruction
- Hargraves, A., & Fullan, M. (2012). Professional Capital – Transforming Teaching in Every School
- Hattie, J. (2012). Visible learning for teachers: Maximising impact on learning
- Leslie, K., Low, R., Jin, P. & Sweller, J. (2012). Redundancy and expertise reversal effects when using educational technology to learn primary school science
- Pearson, P. D., Gallagher, M. C. (1983). The instruction of reading comprehension
- Rosenshine, B. (2012). Principles of Instruction

Worked examples

What

Worked examples demonstrate the steps required to solve a problem, learn a procedure or perform a task. Every step is fully explained, clearly shown and/or demonstrated. Effective teachers deliberately use worked examples across learning areas and phases of schooling when teaching new content and skills.

A variety of media including video, audio, text and graphics can be used to illustrate the required steps. Worked examples include teachers modelling the steps whilst thinking aloud and demonstrating a procedure or use of equipment.

Effective teachers explicitly teach the steps required to achieve success and apply a gradual release model in their use of worked examples. They support students on their journey to independence by reducing and eventually removing scaffolding as students develop skill in using a strategy. Gradual release provides the opportunity for students to develop knowledge and understanding of a strategy before applying it themselves.

Worked examples become less effective as students' expertise increases, eventually becoming redundant or even counter-productive to learning outcomes (Leslie et al. 2012; Pachman, Sweller & Kalyuga 2013; Yeung, Jin & Sweller 1998).

Why

Barak Rosenshine (2012) found that teachers who used worked examples provided effective cognitive support to their students. Worked examples reduce the cognitive load on students' working memories by enabling them to focus on the specific steps to solve a problem, carry out a procedure or perform a task. Worked examples support skill acquisition through reducing cognitive load. Students can focus on understanding a process which leads to an answer, not the answer itself.

John Hattie (2009) identified an effect size of 0.57 for worked examples. Worked examples are most effective when the teacher explicitly teaches the required steps and when students use self-explanations to describe the steps to themselves and others.

When content or skills are new, learning is more effective when students are provided with opportunities to learn from worked examples. This is because the cognitive load is reduced. When worked examples are used, a novice learner is able to learn a strategy separately from independent application. A student is able to successfully solve problems, learn procedures or perform tasks when the required steps are known.

According to cognitive load theory, unguided problem-solving places a burden on a student's working memory, hindering their ability to transfer information into long-term memory. Students may solve the problem, but because their working memory was overloaded, they may not recognise and remember the method required to solve the same problem in the future.

How

Use thinking aloud

Effective teachers help students understand how and why a worked example has been used by modelling their thinking. This involves linking to prior knowledge and completing the worked example verbally, describing how and when they are tackling each step. Successful application of the strategy is shared with students.

Employ the I do, you do approach

Effective teachers alternate the use of worked examples with opportunities for students to practise the strategies that have been modelled. They break steps into more manageable chunks enabling students to immediately apply their learning, reducing the demand on their working memories.

Support learning transfer

Effective teachers support students to transfer learning to multiple situations. They build skills that students can adapt for use across learning areas by providing worked examples that use the same strategy but in a variety of contexts. Through engaging with a range of contexts, students are provided with further opportunities for practice and consolidation.

Promote self-explanations

Self-explanation involves students explaining the steps in a worked example. Effective teachers encourage students to reflect on worked examples and explain to themselves why each step has been used. Explaining the steps improves students' understanding of concepts and their ability to carry out the steps shown.

Use faded worked examples

Effective teachers use faded worked examples to move students from fully scaffolded learning to independent application. As student understanding progresses, more and more steps in the scaffolding provided in the worked example can be removed until students are working independently. Fading recognises cognitive load by assisting students to transition smoothly from worked examples to solving problems on their own.

Use flipped learning

Effective teachers provide opportunities for worked examples through flipped learning. This approach combines face-to-face teaching with additional independent, online instruction. Students use online materials to clarify, revise, practise and apply the content being taught. Materials can be accessed at any point during learning.

Provide appropriate challenge

Effective teachers know that challenge is important when developing worked examples.

When reducing scaffolding, they know that each new example needs to be relative to students' expertise. Worked examples are informed through formative assessment of understanding to ensure an appropriate level of challenge – difficult but within reach of student capabilities.

Reflective questions

- When do I use worked examples to support student learning?
- How do I support students' cognitive load when teaching the steps required to solve a problem, learn a procedure or perform a task?
- How do I support students to adapt and transfer strategies to different situations?

References and resources

- VIC: High Impact Teaching Strategies
- NSW: Cognitive load theory in practice
- NSW: Cognitive load theory: Research that teachers really need to understand
- Booth, J., McGinn, K., Young, L., & Barbieri, C. (2015). Simple Practice Doesn't Always Make Perfect: Evidence from the Worked Example Effect
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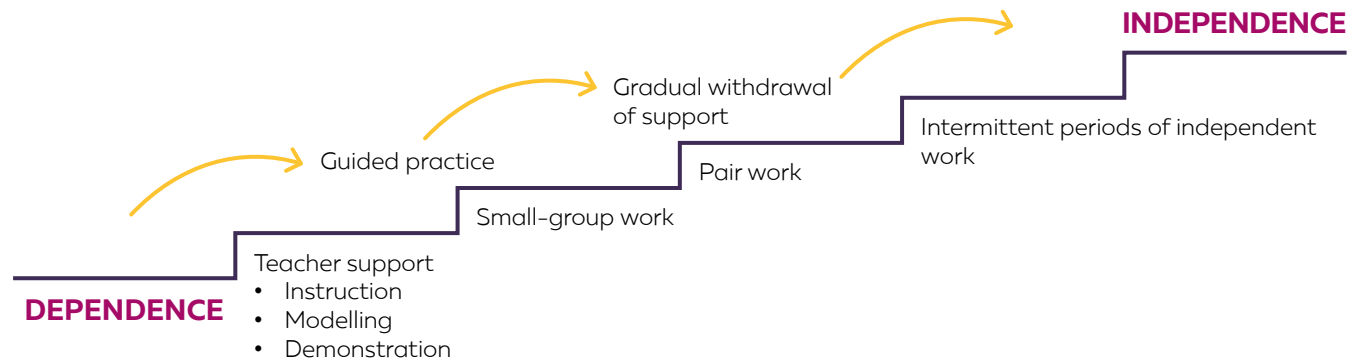
Scaffolds and frameworks

What

Effective teachers use instructional scaffolding to support students to build on prior knowledge and engage with new learning. Scaffolding supports students to go beyond what they can currently do independently by building confidence and capability to complete more challenging tasks on their own.

As teachers deliver new content, they consider the zone of proximal development (ZPD). The ZPD is the point at which a student can complete a task with support, however, not on their own. It identifies the level of student independency and particularly, gaps in learning.

This zone is where learning is maximised – learning is not too easy but also not too hard. Scaffolding provides support within this zone. Scaffolding, including methods, frameworks, organisers, and interactions between students and teachers, assists progress towards learner independence.

The gradual release of responsibility model is a common method of scaffolding. Effective teachers gradually reduce scaffolding until the student can complete tasks independently. They make decisions about what type of support (scaffolding) would be appropriate and when to remove, modify or replace the support.

INDEPENDENCE

Gradual withdrawal of support

Intermittent periods of independent work

Guided practice

Pair work

Small-group work

Teacher support
- Instruction
- Modelling
- Demonstration

DEPENDENCE

Scaffolding needs to take place recursively with each new major concept or task that students are asked to complete.

Why

The ZPD is defined by Vygotsky (1978) as 'the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers'. To help students achieve independence, Vygotsky outlines scaffolding as a strategy to support growth in learning.

As students transition from receiving teacher instruction towards independent learning, the need for instructional scaffolding is helpful, and can be essential, for students to acquire the skills needed for autonomy. Scaffolding supports students to work beyond their current level of mastery. It maximises learning potential and supports construction of new cognitive abilities.

Effective teachers gradually release responsibility to the student through the reduction of scaffolding. Gradual release of responsibility is an explicit teaching method that reduces scaffolding as the cognitive work is moved slowly and intentionally from teacher modelling to joint responsibility between teachers and students, to independent practice and application by the learner (Pearson and Gallagher, 1986).

The use of scaffolding, including methods, frameworks, organisers, and teacher–student explicit teaching, supports differentiated learning and student understanding. As cognitive requirements increase across phases of schooling, frameworks and organisers support access to the curriculum.

Teachers adjust scaffolded support to a student's zone of proximal development. When scaffolding is determined by the learning needs of students, their level of motivation and engagement is high, and new knowledge is transferred to deep learning. Scaffolding provides students with the opportunity to actively participate and contribute to their learning process.

How

Employ gradual release of responsibility

Effective teachers implement a gradual release of responsibility method to shift the responsibility of learning from the teacher to the students. Scaffolded support is provided to assist students to move from dependency on the teacher to independent learning. The four-phase model includes:

- focused instruction – teachers demonstrate and/or model using clear and concise language to introduce new concepts or skills
- guided instruction – teachers provide scaffolds, frameworks and direction, to engage students in using the new concept or skill demonstrated during focused instruction
- collaborative learning – students consolidate understanding through exploration, discussion, practice, and working with peers in small groups and/or pairs, while the teacher provides support and feedback
- independent learning – students increasingly apply the learning independently.

The use of scaffolding, including teacher–student interaction, is determined by student need, and not by working through the model in order.

Explicitly teach the use of frameworks and organisers

Effective teachers explicitly teach students to use a range of frameworks and organisers. Through the use of graphic organisers, cognitive skills such as brainstorming, generating ideas, organising and prioritising content, critical analysis and reflection are strengthened. Teachers routinely incorporate organisers within instruction, including before, during and after learning. As students are exposed to organisers, the more confident they become in using them.

Effective teachers build student ability to:
- self-select and construct their own organisers to represent learning and thinking
- confidently apply organisers in different contexts and for different purposes.

Make adjustments to meet student needs

Organisers assist teachers to improve accessibility by presenting information in text and graphic formats. Effective teachers use formative assessment to make adjustments aligned to student needs. They modify the amount of information omitted on an organiser, including providing some students with partially completed frameworks and others with a blank framework.

Provide appropriate challenge

Effective teachers know that scaffolding needs to be relative to students' expertise. The use of instructional scaffolding is informed by formative assessment of understanding to ensure an appropriate level of challenge. As understanding progresses, scaffolding, including frameworks to support student learning, is reduced until students are working independently.

Use a range of learning frameworks and organisers

Effective teachers use a range of frameworks and organisers to accommodate the differentiated learning needs of students.

- KWL chart – a KWL chart is a cognitive bridge used to help students make links between prior knowledge and new learning. Students record what they already know and what they want to know before the lesson(s), and what they learnt at the conclusion of learning.
- Concept and mind maps – concept and mind maps are visual graphics that show previously learnt concepts and their relationship to new concepts.
- Flow diagram – a flow diagram shows a series of steps or events in the order in which they take place.
- Venn diagram – Venn diagrams are used to look at the similarities and differences between two or more concepts.
- Main idea and details chart – a main idea and details chart shows the relationship between major concepts and corresponding details from less important information.

Reflective questions

- How do I use instructional scaffolding to support students to build on prior knowledge and engage with new learning?
- How do I apply what I know about the zone of proximal development to differentiate instructional scaffolding?
- How do I use scaffolding to support individual student needs?
- How do I explicitly teach students to use a range of frameworks and organisers?

Resources and references

- ACER: The importance of instructional scaffolding
- Scaffolding: a guide for classroom teachers and teacher aides
- QLD: Features of early years pedagogies: Scaffolding
- DoE: Success for All – selecting appropriate learning strategies
- Education Endowment Foundation: Scaffolding – more than just a worksheet
- Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes
- Pearson, P. D., & Gallagher, M. C. (1983). The instruction of reading comprehension

Gradual release of responsibility

What
The gradual release of responsibility model of instruction is a process that shifts the cognitive work 'slowly and intentionally from teacher modelling to joint responsibility between teachers and students, to independent practice and application by the learner' (Pearson and Gallagher, 1983).

As described in the work of Fisher and Frey (2013), the model has four phases with teachers cycling purposefully through each. A deep understanding of the purpose of each phase helps teachers to plan instruction.

The four phases include:
• Focused instruction
• Guided instruction
• Collaborative learning
• Independent learning.

When students are learning new skills and concepts they will move back and forth between the phases as they become proficient. Students who experience all four phases when encountering new content are much more likely to engage in deeper learning.

Why
The gradual release of responsibility model reflects the collective work of theorists such as Piaget, Vygotsky, Bandura, Bruner and Ross. They found that learning is recursive and iterative in nature and occurs through interactions with others.

The intent and power of the model is its adaptability and flexibility. Responsibility is transferred to students at their point of need. Interactions are deliberate, specific and planned, and determined by the learning needs of the students, and not by rigidly working through the model in order. When students are supported at point of need, they remain highly engaged and motivated, and transfer knowledge from surface to deep learning.

The model supports teachers to correct misconceptions through feedback and re-teaching. Teaching is responsive to student needs. Importantly, the gradual release of responsibility model enables students to develop fluency and automaticity, resulting in confidence and accuracy when learning new concepts.

How
Before teachers use the model, to introduce new concepts or skills, they must have a deep understanding of the cognitive processes leading to independent application of the new learning. This will support teachers to model the thinking and move students through the four phases.

Phase one: Focused instruction – purpose, modelling and think-alouds
Teachers primarily hold the responsibility of the cognitive load demonstrating while thinking aloud to introduce new concepts or skills Effective teachers establish the purpose and make the learning transparent to support students to understand the what, why and how of learning. When the purpose is clear, there is a higher level of engagement with students able to make connections during the processes of modelling and thinking aloud. The focused instruction stage is clear and succinct.

Modelling and demonstrating involves someone who is proficient sharing cognitive processes. This involves:
• naming the skill or concept and stating its purpose
• linking to prior knowledge
• using think-alouds to demonstrate the proficient use of the skill or concept
• sharing successful application of the skill or concept.

When implementing think-alouds:
• use first person
• describe your cognitive processes and use the associated metalanguage
• focus on no more than two elements at a time
• use authentic examples.

Phase two: Guided instruction – questioning, prompts and cues

Guided instruction is flexible, responsive to student needs and scaffolds the learning to support students to move towards independence.

Effective teachers use questioning to elicit what students know and don't know. They provide feedback to support students to refine their skills and move towards proficiency in the application of the skill or concept.

Effective teachers use prompts, hints or reminders that guide the student to do the thinking, rather than telling them what to do next.

Cues are used to shift the attention of the learner and are more specific and direct than a prompt. They can be visual, verbal, gestural or environmental and support students when they are struggling in the guided phase. Cues scaffold learning and help students to think through the process.

When questions, prompts and cues are not guiding students towards success, the teacher returns to focused instruction.

Phase three: Collaborative learning

Effective teachers use the collaborative learning phase to support students to apply learning through purposeful practice, discussions and interactions with peers. The use of cooperative learning strategies supports success in the collaborative phase. Teachers play an active role in this phase, interact with students to check for understanding and re-engage students in guided or focused instruction when required.

Phase four: Independent practice

Teachers provide authentic contexts for students to apply skills and concepts they have learnt. They provide opportunities for independent practice so students can explain their thinking, justify solutions and demonstrate metacognition. Learning intentions and success criteria guide student self-reflection during this phase.

Reflective questions

- How do I support all students to move towards independent application of new learning?
- How do I make sure I clearly understand the cognitive processes underpinning the skills and concepts that I am required to teach?
- How do I address misconceptions in learning?
- Have I explicitly taught cooperative learning strategies to facilitate purposeful practice?

Resources and references

- Pearson, P. D., Gallagher, M. C. (1983). The instruction of reading comprehension
- Pearson, P. D., McVee, M. B., Shanahan, L. E. (2019). In the beginning: The historical and conceptual genesis of the gradual release of responsibility
- Fisher, D., Frey, N. (2013). Better learning through structured teaching: A framework for the gradual release of responsibility (2nd ed.)
- Almarode, J., Vandas, K (2019). Clarity for learning: Five essential practices that empower students and teachers
- Fisher, D., Frey, N., Hattie, J. (2016) Visible Learning for literacy

Questioning

What

Questioning is an interactive strategy that engages students in different types of thinking during the learning process. When effectively implemented, questioning is a dynamic process used for a range of purposes. There are a variety of question types, and their application varies according to the purpose.

Through purposeful questioning, teachers provide opportunities for students to actively discuss, argue, express opinions and consider alternative points of view. Effective questioning engages students, stimulates interest and curiosity, and can create links to students' lives. Questioning assists students to develop thinking skills. Through questioning, they learn to connect new content to prior knowledge, reflect during discussion and justify their responses.

Questioning provides immediate feedback about student understanding; it supports formative assessment and information about the effectiveness of teaching and learning. Teachers use questioning to adjust instruction to meet individual student needs.

Teachers of EALD learners know that questioning is a two-way process that supports students to learn Standard Australian English.

Why

Dylan Wiliam (2011) states that there are two good reasons for teachers to ask questions: to collect evidence of learning to provide information for the teacher about what to do next; and to cause students to think.

John Hattie's (2011) meta-analysis identifies questioning as a high impact instructional strategy. Effective questioning involves all students, engages them in thinking for themselves, and promotes and encourages classroom discussion and feedback. Using questioning in the classroom creates opportunities for students to analyse their own thinking, that of their peers, and their work. This reflection allows for deeper thinking and transfer of learning.

Teachers of EALD learners highly scaffold the process of questioning so students can engage with the new language they are learning before being asked to demonstrate what they have learnt about the topic.

Gauging student understanding is imperative to ensuring student learning needs are addressed and learning time is spent efficiently. Questioning is used to check for understanding, address misconceptions, provide effective feedback and assess student progress.

Questioning builds student confidence in their ideas and creates opportunities for students to develop critical thinking. It keeps students interested and alert and draws individuals into lessons. Questioning supports the development of a rich and dynamic classroom environment.

How

Create a culture of learning

Effective teachers create a supportive classroom culture where students feel challenged, display a have-a-go attitude and view errors as a necessary, acceptable and often helpful part of learning. Students thrive when contributions are genuinely acknowledged and valued.

Consider the purpose of your questions

Effective teachers make decisions about the purpose of questions by asking, is the purpose to engage, revise, challenge, encourage reflection and deep understanding, or provide the teacher with feedback. Teachers consider if the learning is new, consolidation or at the application stage in order to plan questions. Using taxonomies that range from lower order recall to higher order evaluative questions, supports teachers to craft questions and students to engage in surface and deep learning.

Plan your questions ahead of time

Plan questions to ask at pre-determined times during the lesson to assess student understanding and guide what happens next. Clarity about the learning intentions enables teachers to plan effective questions that support and challenge student thinking and gain feedback about student understanding and lesson effectiveness.

Establish expectations, routines and protocols

Effective teachers establish and negotiate expectations, routines and protocols so that students feel safe and confident to respond to questions. Students learn, through well-known routines and protocols, to demonstrate respect for others who have alternative views. Effective teachers outline how students are expected to respond and how information will be shared. They implement a suite of strategies such as think, pair, share, whiteboard responses, no show of hands, that provide support for all students to think and engage in learning.

Provide wait time for thinking and rehearsing answers

Provide time for students to think and rehearse answers before sharing. This assists student retention, encourages considered answers and provides safety. Rehearsing answers enables higher levels of peer interaction and increases responses from students who would typically not respond.

Use essential questions

Essential questions cannot be answered with a yes or no response. Wiggins and McTighe (2013) define essential questions as 'questions that are not answerable with finality in a brief sentence… Their aim is to stimulate thought, to provoke inquiry, and to spark more questions – including thoughtful student questions – not just pat answers'. Effective teachers understand the concepts or big ideas that underpin learning. This helps teachers to ask probing questions that hook students into learning and inspire deep thinking and curiosity.

Support students to respond

Effective teachers scaffold, elaborate or paraphrase partial responses to support students to provide a correct response and avoid potential misconceptions. If a student response is 'I don't know,' return to the student once other responses have been provided. This will assist students to build confidence.

Use culturally responsive questioning

Asking and answering questions is underpinned by cultural ways of knowing being and doing and may not provide teachers with reliable evidence of student learning. Effective teachers know there are times when questioning is culturally unsafe.

Teachers of EALD learners ask questions in multiple ways. They say the question and write the question and then use think–alouds to model the parts of the question. Effective teachers support EALD learners by providing time for students to:
- think about what the question means
- select language required to answer the question
- work with peers to formulate answers
- ask follow–up questions to check they understand before answering formally.

Reflective questions
- How does my questioning encourage every student to think and engage deeply in learning?
- Have I established expectations, routines and protocols to support student responses?
- How do I tailor questions and expectations to respond to the diverse needs of students in my class?
- How do I craft questions that support surface and deep learning?
- How do I provide time to enable students to develop their responses?

Resources and references
- AITSL: questioning
- Effective teacher questioning
- High Impact Teaching Strategy: Questioning
- Bennett, B. (2017). Instructional Intelligence: Building Instructional Expertise for the Classroom. The State School Teachers Union of WA (Inc).
- Hattie, J. (2011) Visible Learning for Teachers: Maximising Impact on Learning
- Lemov, D. (2021). Teach like a Champion 3.0: 63 Techniques that put students on the path to success
- Wiggins, G., McTighe, J. (2013) Essential Questions: Opening Doors to Student Understanding
- Wiliam, D. (2011), Embedded formative assessment
- Sherrington, T., Cavigliolo, O. (2020) Teaching WalkThrus Volume 1

Check for understanding

What

Checking for understanding is a strategy that assists teachers to monitor student engagement with concepts, content, explanations, or procedures and occurs through all stages of the teaching, learning and assessment cycle. Effective teachers check for understanding at different points throughout each lesson to ensure that gaps in understanding are addressed prior to progressing learning.

The use of checking for understanding as a formative assessment strategy, supports teachers to gauge student understanding and assists judgements about potential misconceptions. Effective use of the strategy supports teachers to make timely adjustments to teaching and learning. Some adjustments require immediate, point of need action, to keep students on track with their learning. Effective teachers use checking for understanding to make important decisions about instruction.

Why

Through checking for understanding, effective teachers verify student learning and make decisions about the need for adjusting the pace of the lesson, reteaching or to progress the learning sequence.

Barack Rosenshine (2012) found that effective teachers frequently ask a range of well thought out questions to check student understanding.

He states two purposes:
1. answering the questions might cause students to elaborate on the new learning and make connections to other learning in their long-term memory
2. alerting the teacher of the need for reteaching.

Checking for understanding enables teachers to make instructional decisions and is employed throughout the lesson to inform the teacher about the level of whole class, small group and individual understanding. By frequently checking for understanding, teachers help limit the development of misconceptions and ensure students do not practise and reinforce mistakes.

How

Use open-ended questions

Effective teachers ask questions, ranging from lower order recall to higher order evaluative, to identify the level of student understanding. They consider the way they ask questions to capture the degrees of student understanding. Asking open ended questions that elicit information about what students have understood, rather than closed questions that ask students if they have understood, informs teachers about whether they need to reteach or progress with the learning.

Ask students to summarise and repeat the learning

Effective teachers ask students to demonstrate learning by:
- summarising the main idea of the learning in one or two sentences. Students provide summaries in a variety of forms for the teacher, and/or their peers
- repeating directions or procedures.

Ask students to verbalise their thinking

Promoting metacognitive strategies is a powerful approach to normalise thinking aloud, providing teachers with an insight into students' thought processes and understanding. Explicitly teaching thinking aloud by modelling the procedure supports students to successfully use the strategy to demonstrate understanding. Asking students to think aloud as they solve problems or plan their work, enables teachers to identify misconceptions.

Ask students to explain or defend their position

Effective teachers ask students to demonstrate their understanding by explaining or defending their position to others. Explaining responses helps students elaborate their knowledge in new ways and supports teachers to monitor learning gaps and misconceptions.

Probe with dialogue

Student discussion is critical for learning. Effective teachers encourage students to ask questions, discuss complex issues, clarify thinking, disagree, reach consensus and be curious, while teachers observe and listen. Teachers go beyond accepting short responses to assess student thinking and understanding.

Create a no hands–up culture

Using a randomisation method ensures all students have the opportunity to answer questions. This leads to higher levels of engagement with students more attentive to their learning. Cultural identity and safety must be considered with teachers providing opportunities for students to think and rehearse answers prior to being called upon.

Use hinge questions

To identify student misconceptions, effective teachers use hinge questions. These are multiple choice questions that include several incorrect answers. Each of the incorrect answers is derived from a particular misunderstanding, which allows for unambiguous diagnosis of that misunderstanding when the students select that option. Teachers carefully consider when and if this style of questioning is appropriate for culturally and linguistically diverse students.

Employ a range of response modes

Effective teachers provide opportunities for students to respond to statements, questions or answers in a variety of ways. Technologies enable individual and group understanding to be rapidly checked without students feeling they are put on the spot publicly. Students can also write their responses on cards or whiteboards which are shared with the teacher or peers. Physical actions including raising hands or thumbs up or down, can be used to indicate if students agree or disagree with the response that a teacher or peer has provided.

Reflective questions

- How do I check for understanding throughout my lessons?
- How do I provide a range of response modes?
- How do I tailor my checking for understanding strategies to respond to the diverse needs of students in my class?
- How do I adjust my teaching to reflect identified gaps and misunderstandings?
- Have I created a culture of safety that support all students to respond?

Resources and references

- Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT
- Sherrington, T. Cavigliolo. O. (2020) Teaching WalkThrus Volume 1

Practise

Personal and social capability

What

Personal and social capabilities are the identified competencies and skills children and young people need to build resilience, and manage their emotions, behaviour, and relationships with others.

While named Personal and social capability in the curriculum, the words personal/emotional, social/relational, and social and emotional learning are used interchangeably throughout the literature and within educational organisations.

Social and emotional learning (SEL) involves students in opportunities to learn and practise skills that support them to:

- identify and manage their own feelings, personal strengths, positive connections and sense of self/identity
- regulate and express their emotions, develop voice and responsibility for actions, cope with stressful events in healthy ways, set and achieve personal and academic goals and persist to overcome challenges
- develop empathy, care and concern for others and their community; acknowledge strengths in others and celebrate diversity
- build and maintain friendships; co-operate with others; work in teams; manage conflicts; problem solve, considering all factors and the possible consequences of choices made; identify and avoid unsafe situations.

Effective teachers explore student behaviour through a SEL lens, and plan informed, targeted, fair and proportionate responses to maintain positive relationships.

Why

Students with well-developed social and emotional skills find it easier to manage themselves and the world around them. The development of personal and social capability is a foundation for learning and for citizenship.

SEL recognises that personal and social capability assists students to become confident and creative individuals who:

- have a sense of personal identity that enables them to manage their emotional, mental, cultural, spiritual and physical wellbeing
- develop personal values and attributes such as honesty, empathy, loyalty, responsibility and respect for others
- are resilient and develop the skills and strategies they need to tackle current and future challenges
- have a sense of optimism about their lives and the future
- relate well to others and form and maintain healthy relationships
- have a sense of belonging, purpose and meaning that enable them to thrive in their learning environment.

Alice Springs (Mparntwe) Education Declaration (2019)

Effective teachers foster personal and social capability in children and young people because they know students are more likely to:

- develop awareness and understanding of behaviour
- experience a reduction in depression, anxiety, stress, and/or social withdrawal
- improve attitudes and behaviours including motivation to learn, commitment to school and schoolwork, and positive classroom behaviour
- achieve personal and academic success.

Developing personal and social capability impacts positively on:

- student futures – As students move towards higher levels of schooling, training and employment, social and emotional skills become increasingly important. Social and emotional competencies can help students in managing stress, deciding on goals and planning for the future
- student achievement – The Collaborative for Academic, Social, and Emotional Learning (CASEL), outlines effective teaching of SEL fosters student satisfaction, and successful academic engagement and achievement
- student mental health – The Australian Research Alliance for Children and Youth note that when schools provide social and emotional learning, they build student resilience and their ability to deal with change. This is essential for positive mental health.

How

Effective teachers explicitly teach social and emotional skills. They model positive behaviours and provide students with multiple opportunities to learn, practise and apply these skills across learning areas and throughout each school day. Whole-school approaches to strengthen and support positive student behaviour focus on SEL and include promotion and prevention across the school community, and targeted and individual responses.

Effective teachers:
- provide a culturally responsive, safe, supportive, inclusive and equitable learning environment that supports academic, social and emotional learning through the use of predictable routines and shared expectations for classroom behaviour. Teachers **build supportive environments** that are caring, engaging, authentic and inclusive of all students.
- **use the Personal and Social Capability Continuum** to plan for explicit teaching of SEL for all students
- **provide students with frequent, scaffolded and teacher-directed opportunities** to develop, practise and reflect on their social and emotional knowledge and skills, in ways that are developmentally and culturally responsive
- provide opportunities for students to explore personal value systems and diverse perspectives, facing challenges, setting and achieving goals, communicating effectively, and making responsible decisions
- **establish positive teacher-student relationships**, using strategies such as welcoming students to the class by name and interacting with students in respectful ways that demonstrate trust and model personal and social capability
- **use restorative approaches** such as class circles to develop a sense of community and to explicitly teach SEL.

When providing a targeted response for small groups of students, effective teachers:
- identify students requiring support plans and make sure responses to behaviour are aligned to the whole-school approach
- use the Personal and Social Capability Continuum to plan for explicit teaching of SEL
- use the agreed whole-class conflict resolution and problem-solving process.

When providing intensive support for individual students with complex needs, effective teachers:
- identify social and emotional needs underpinning individual behaviours of concern
- develop individualised plans to build identified competencies and skills
- know some students with disability may require additional support to develop the ability to regulate their emotions so behaviour impacts positively on their relationships.

Reflective questions
- What indicators, might occur in my classroom, when a child or young person needs to focus on their self-awareness, self-management, social awareness, relationship skills and/or responsible decision-making?
- How do I embed the teaching of personal and social capability across the curriculum?
- How do I model and create a classroom culture of pro-social competencies?
- How does my classroom culture support learning?

Resources and references
- Personal and Social Capability
- Personal and Social Capability Continuum
- Alice Springs (Mparntwe) Education Declaration 2019
- Collaborative for Academic, Social, and Emotional Learning (CASEL), Social and Emotional Learning (SEL) in Schools
- The Australian Research Alliance for Children and Youth (ARACY) Explicit SEL Instruction - Casel School guide
- Be You Programs Directory
- Student Wellbeing Hub
- Access support for students with diverse learning needs

Feedback

What

Effective teachers know it's the quality of feedback rather than its existence or absence that determines the power of feedback (Stiggins, Arter, Chappuis & Chappuis, 2004).

Quality feedback is embedded throughout all stages of learning and can be formal or informal, oral or written, formative or summative. Effective teachers provide students with relevant information about their understanding. Quality feedback supports students to redirect or refocus and plan the next steps in their learning. It is timely, specific, explicit, transparent and actionable.

Feedback is an important element of assessment. Assessments, both formative and summative, provide ongoing opportunities for teachers to reflect on student progress and achievement. Information collected enables teachers to monitor student learning, informs future planning, provides a focus for feedback to students, supports two-way discussions with parents and assists with reporting student achievement.

Hattie and Timperley's feedback model (2007) and Black and Wiliam's formative assessment model (2009) agree that the purpose of feedback is to support students to progress their understanding and achieve learning goals.

Hattie and Timperley (2007)

- Where am I going?
- How am I going?
- Where to next?

Black and Wiliam (2009)

- Where the learner is going
- Where the learner is right now
- How to get there

Quality feedback:
- is timely, specific and purposeful, is related to learning intentions and success criteria and promotes high expectations
- provides connections between what students know and what they still need to learn
- identifies student strengths and provides specific details to support improvement
- clarifies misunderstandings or misconceptions
- facilitates opportunities for students to engage in self-assessment and peer feedback
- supports students to establish goals
- provides a means for teachers to self-reflect, assisting awareness of aspects of teaching that are effective or may need adjustment or strengthening.

Why

Feedback is founded on the belief that every student has potential and can achieve success in learning. Quality feedback connects teaching, learning and assessment. Feedback supports students to close the gap from where they are at in their learning, to where they need to be (Sadler, 1989).

Professor John Hattie found that timely and quality feedback has more effect on achievement than any other factor, with an effect size of 0.73.

Dylan Wiliam (2010) states that studies on feedback typically note that the pace of student learning is accelerated by at least 50%, meaning student learning is increased by an additional six months or more over a year.

Feedback helps students focus on the learning by cuing them into what is needed to progress. It builds confidence and self-efficacy, leading to higher levels of engagement.

Effective feedback highlights misconceptions and areas for improvement. Knowing the areas for improvement makes a connection between what students know and what they need to learn next. This is fundamental to success. When students see areas for improvement as a learning opportunity, they understand the purpose and power of feedback and actively seek it out.

How
Build an effective feedback culture
Effective teachers create a culture of trust, mutual respect and cooperation. Students are equipped to receive and give feedback, supporting reflection on how to improve. Teachers aim to deepen the current understandings of all students and normalise errors as an important component of learning. The focus of the classroom is on progress, development, improvement and achievement (OECD, 2005, Black and Wiliam, 2010).

Focus on the learning intentions and success criteria
Effective teachers make explicit links between feedback and the learning intentions and success criteria. They highlight student strengths and use feedback to guide progress towards learning goals.

Consider language used
Effective teachers think about how feedback will be received. They provide specific guidance on how to improve, and don't solely focus on what is wrong. Quality feedback is specific, accurate and clear, and is framed to encourage and support further effort.

Provide feedback at point of need
Effective teachers provide timely feedback and regularly check-in with students. They pose questions and use in the moment observations of individuals or groups, to see who has 'got it' and who 'hasn't'. They intervene promptly to address misconceptions and ensure students do not repeat mistakes.

Recognise when to reteach
Effective teachers recognise when students do not understand a concept or skill. Rather than providing feedback, they make a decision to reteach. Hattie and Timperley (2007) state that teachers recognise when a student's work is not ready for feedback as they can't identify the strengths of the work or provide meaningful suggestions to support progression.

Require students to do the thinking
Effective teachers expect students to engage fully in the learning process. They provide feedback that students can act upon and ask questions that stimulate student thinking, such as, 'how can you enhance the vocabulary in your writing to further persuade the audience?' Quality feedback focuses on improvement and less about the correction of mistakes.

Allocate time to act on feedback
Effective teachers demonstrate the importance of feedback by allocating time for students to take action. They know that quality feedback is that which is acted upon. This means feedback should be more work for the student rather than the teacher.

Foster self-assessment and peer feedback
Effective teachers support students to self-assess and engage with peer feedback. Students judge the extent to which their work meets the success criteria and make revisions in response. Teachers model and discuss giving and receiving feedback. They provide prompts such as questions, sentence starters and scaffolds, to ensure peer feedback results in maximum benefit.

Link feedback to goals
Effective teachers use learning intentions and success criteria to assist students to develop and achieve goals. Students actively engage in their learning, they understand the success criteria, and use feedback to reflect on current goals and to support decisions about the next steps in their learning.

Use feedback to evaluate the effectiveness of teaching
Hattie identities that feedback benefits both students and teachers. Feedback supports teachers to evaluate their practice and make decisions about which strategies have the greatest impact. Effective teachers use feedback to guide teaching practice and amplify their impact, which results in improved student learning.

Reflective questions
- How have I built a feedback culture in my classroom?
- How do I communicate feedback to students?
- How do I ensure my feedback is linked to learning intentions and success criteria, and student goals?
- How do I support students to self-assess and provide peer feedback?
- How do I use feedback to support improved teaching practice?

Resources and references
- NSW Education Standards: Effective feedback
- VIC: Feedback and reporting
- AISTL: Reframing feedback to improve teaching and learning
- AISTL: Feedback
- Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment
- Black, P., & Wiliam, D. (2010). Inside the black box: Raising standards through classroom assessment
- Hattie, J., & Timperley, H. (2007). The Power of Feedback
- Hattie, J. (2012). Know Thy Impact
- Organisation for Economic Co-operation and Development: OECD. (2005). Formative Assessment: Improving Learning in Secondary Classrooms
- Sadler, D. (1989). Formative assessment and the design of instructional systems
- Stiggins, R. J., Arter, J. A., Chappuis, S., & Chappuis, S. (2004). Classroom Assessment for Student Learning: Doing it right – Using it well
- Wiliam, D. (2010). The role of formative assessment in effective learning environments

Metacognitive strategies

What

Through explicit teaching of metacognitive strategies, students are supported to become empowered learners with increased motivation to engage in and improve learning. Effective teachers employ metacognitive strategies that enable students to understand themselves as learners. These strategies are explicitly taught, modelled, embedded in lesson structure and linked to learning area content.

Metacognition involves two components, cognitive knowledge and cognitive regulation. Cognitive knowledge is awareness of our own thinking and involves:
- understanding what we know, don't know and want to know
- knowing about strategies that could be used to complete a task or solve a problem
- knowing why and when to use a strategy.

Cognitive regulation is the ability to manage our own thinking processes and includes:
- planning the steps to complete a task or solve a problem, including which learning strategies to employ and when
- monitoring the effectiveness of chosen strategies
- assessing and evaluating the outcome.

Metacognition goes beyond a simple definition of 'thinking about thinking'. It is strongly linked to critical thinking skills and developing students into lifelong learners. Metacognitive students see themselves as agents in the learning process and know that learning is an active, strategic activity.

Why

According to researcher John Hattie, the effect size for teaching metacognitive strategies is 0.69, making it one of the most effective teaching interventions. He states, 'When tasks are more complex for a student, the quality of metacognitive skills rather than intellectual ability is the main determinant of learning outcomes' (2009).

Research indicates that metacognition is a powerful predictor of learning success (Veenman, Wilhelm and Beishuizen, 2004). Metacognitive strategies help students to plan, monitor and evaluate their own progress and take ownership of their learning. Students who are strategic in their learning are more successful than those who do not reflect on the learning process. These students are more likely to notice when their learning doesn't make sense and seek support to clarify their understanding rather than continuing with the task.

Metacognitive strategies assist students to transfer what they have learnt from one context to the next, or from a previous task to a new task. Students who are metacognitive are actively embedding new information in their long-term memory schemas and creating connections to prior learning. Students go beyond surface level learning and develop deeper understanding.

Through the explicit teaching of metacognitive strategies, students are supported to use thinking purposefully to respond to complex twenty-first century challenges in their lives beyond school. By applying a sequence of thinking skills, students develop an increasingly sophisticated understanding of the processes they can employ whenever they encounter problems, unfamiliar information and new ideas.

How
Support the development of cognitive knowledge

Effective teachers are confident in their own understanding of metacognition and openly demonstrate their knowledge through thinking aloud. They support the development of cognitive knowledge by explicitly teaching a range of learning strategies to complete a task or solve a problem.

Model metacognition

Effective teachers model metacognition by:
- sharing their planning, including describing their goals and reasons for strategy selection
- sharing that they may not know an answer and presenting possible pathways towards the solution
- discussing their own strengths and weaknesses
- making and addressing errors to ensure learning remains on track
- seeking feedback related to their strategies and actions
- sharing the effectiveness of planning and implementation.

By becoming aware of the learning process, students gain control, take responsibility for their learning and become independent learners.

Teach learning strategies

Effective teachers apply the following steps to explicitly teach the use of strategies, including graphic organisers, such as notetaking scaffolds and concept maps.

1. Activate prior knowledge – make links to what students already know, understand and can do

2. Explain the strategy – explain how the strategy supports the organisation of ideas

3. Model the strategy – model the use of the strategy or parts of the strategy, whilst thinking aloud

4. Check for understanding – use questioning to check for understanding of the strategy

5. Guide practice – provide opportunities for students to contribute their ideas

6. Provide for independent practice – allocate time for students to independently use the strategy

7. Encourage reflection – encourage students to reflect on the appropriateness of the strategy, their success in using it, and how they might use it in the future.

Education Endowment Foundation – Metacognition and self-regulated learning guidance report (2018).

Support cognitive regulation

Effective teachers explicitly teach students to manage their own thinking through the cycle of plan, monitor and evaluate. They provide opportunities for students to plan how to undertake a task, monitor the selected strategies to check progress, and evaluate their overall success.

Planning

Effective teachers encourage students to think about learning goals and how they will approach each task. They support students to understand goals, activate relevant prior knowledge, select appropriate strategies and manage time efficiently.

Students may ask themselves:
- What am I being asked to do?
- Are there any strategies that I have used before that might be useful?
- How do I allocate my time?

Monitoring

Effective teachers assist students to monitor their progress towards goals and make decisions on whether to continue with current strategies or use alternative approaches. Students are encouraged to make changes when selected strategies are not working.

Students may ask themselves:
- How am I going?
- Is the strategy that I am using working?
- Do I need to try something different?

Evaluating

Effective teachers support students to evaluate the effectiveness of their plan and its implementation. Students determine how successful the strategy was in helping them to achieve their goal. Effective teachers encourage students to critically reflect on their learning process and seek feedback to improve their understanding of how they learn.

Students may ask themselves:
- How well did I do?
- What would I do differently next time?
- What other types of problems could I use this strategy for?

Plan challenging tasks

Effective teachers know that challenge is important to developing metacognition. They plan tasks that are difficult but within reach of student capabilities. These tasks support students to develop new and useful metacognitive strategies, learn from mistakes and reflect on their learning. Students are more likely to remember learning from a challenging task than a task that is too easy. Effective teachers recognise that tasks that are too challenging result in students struggling to apply a strategy due to cognitive overload.

Reflective questions
- Is metacognition embedded into classroom routines and lesson structure?
- How do I use thinking aloud to model metacognition?
- How do I explicitly teach learning strategies?
- How do I encourage students to critically reflect on their learning processes and strategies used to complete a task or solve a problem?

References and resources
- VIC: High Impact Teaching Strategies
- VIC: Using metacognition strategies to support student self-regulation and empowerment
- NSW: Metacognition: A key to unlocking learning
- Costa, A. L. (2001). Mediating the metacognitive. Developing minds: A resource book for teaching thinking
- Education Endowment Foundation. (2018). Metacognition and self-regulated learning guidance report
- Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement
- Veenman, J., Wilhelm, P., & Beishuizen, J. (2004). The relation between intellectual and metacognitive skills from a developmental perspective
- Wills, J. (2020). Thinking Protocols for Learning

Setting goals

What

Learning intentions explicitly describe what learners should know, understand and be able to do by the end of a learning sequence. They are directly linked to success criteria and are the basis for monitoring student progress, providing feedback and assessing achievement. In addition to learning intentions, students may also have individual learning goals.

Effective teachers encourage students to pursue challenging goals in all aspects of education. They work with students to set individualised, ambitious and achievable goals. They recognise the importance of student investment in goal setting and know that students must take ownership of the direction and focus of their learning. This helps them to take greater responsibility for progress towards their goals.

Effective teachers employ metacognitive strategies that enable students to understand themselves as learners. Through metacognition, students set goals, plan for how they will achieve them, monitor how close they are to goal achievement and decide whether to continue with current strategies or use alternative approaches.

Research has found that mastery goals are more effective than performance goals. Performance goals are directly related to an outcome or grade, such as achieving 90% on a test. Students are concerned less about learning and more about how they compare to others.

When students set mastery goals, they are more motivated to increase their knowledge, understanding and skills as their satisfaction is not related to external indicators. They have ownership of learning, are confident they can succeed, seek out experiences to build their competence and use feedback to support improvement.

Why

Setting goals promotes a culture of high expectations and is an essential component for student progress and achievement. Goal setting can help students build competence, establish autonomy, cultivate interest in learning, and alter their perceptions of their own abilities (Usher & Kober, 2012).

Professor John Hattie (2009) found that goal setting has an effect size of 0.56. He states it is important to set challenging goals, rather than 'do your best' goals that are relative to a student's starting point.

Effective goal setting:
- makes the learning visible
- personalises the learning process
- creates intention and motivation that empowers students
- establishes accountability by shifting the responsibility of learning to students
- supports self-regulation, perseverance and student self-assessment
- develops resilience and supports a growth mindset.

How
Create a positive learning culture

Effective teachers know they play an important role in establishing a positive learning culture. They implement goal setting processes that empower ownership, motivating students to strive for higher standards of progress and achievement. In supporting students to achieve their goals, teachers build strong relationships, fulfilling the role of mentor, coach and learning guide. Effective teachers build a culture of trust, mutual respect and resilience, normalising errors as an important element of learning. Most importantly, they celebrate success.

Model the setting of master goals

Effective teachers provide explicit support by modelling how to set, work towards and reflect on goals. As students gain experience in goal setting, teachers assist them to take greater responsibility for their learning by providing frameworks to support the process. Frameworks support students to break down the elements of a challenging goal, identify actions that support goal achievement, record evidence and monitor their progress.

Support students to set challenging and achievable goals

Effective teachers create a culture of high expectations for all students by modelling and co-constructing challenging learning goals. They encourage students to pursue all aspects of their education. Goals should be difficult but attainable. Students who have teachers with high expectations and who think that they can attain a goal are more confident and motivated to work towards it (Schunk 1983; Dweck 2000; CESE 2020).

Individualise and co-construct goals

One-on-one conversations with students are the basis of effective goal setting practice. These conversations provide an environment to ask questions about a student's strengths and possible barriers to their learning. Effective teachers collaborate with students to set goals that are reasonable and ambitious. They recognise that students have different starting points, and the best learning pathway may be different from one student to another.

Establish short-term goals

Effective teachers work with students to set and reflect on short-term goals. Short-term goals provide regular opportunities for feedback and celebration of student success. Research shows that students with short-term goals become more interested and skilled, and are better able to judge their skills (Bandura and Schunk 1981).

Provide quality feedback

Effective teachers use feedback to support students to understand what they have learned and what they are ready to learn next. They work with students to plan the next steps towards achieving their goals. Quality feedback:
- is timely, specific and purposeful
- identifies student strengths and areas for improvement, and clarifies misconceptions
- provides connections between what students know and what they still need to learn to achieve their goal.

Monitor student progress on an ongoing basis

Effective teachers use formative and summative assessment to support students to understand what they have learned and what they are ready to learn next. When necessary, they use evidence about progress, and work with students to make adjustments to teaching and learning, and/or the goal.

Reflective questions

- Have I created a positive learning culture in my classroom?
- How do I support students to set challenging goals that focus on mastery?
- How do I ensure students have ownership of their goals?
- How do I monitor student progress towards goal achievement?
- How do I provide opportunities for students to reflect on their goals?

Resources and references

- NSW: Growth goal setting – what works best in practice
- Bandura, A., & Schunk, D. (1981). Cultivating competence, self-efficacy, and intrinsic interest through proximal self-motivation
- CESE. (2020). What works best: 2020 update. NSW Department of Education
- Dweck, C. (2000). Self-theories: Their role in motivation, personality, and development
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- Nordengren, C. (2022). Step into Student Goal Setting
- Schunk, D. (1983). Goal difficulty and attainment information: Effects on children's achievement behaviours
- Usher, A., & Kober, N. (2012). Student Motivation—An overlooked piece of school reform
- Zimmerman, B. (2008). Goal setting: A key proactive source of academic self-regulation

Apply

Technologies

What

Technology has transformed nearly every aspect of our lives and has the potential to improve student learning and engagement.

In the Western Australian curriculum, students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school. The capability involves students in learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

Teaching and learning comes alive when students can select appropriate technology to apply their knowledge and skills. Effective teachers model positive and flexible use of technology. They guide students to utilise technology in healthy, discerning, and efficient ways. When used effectively, technology gives students greater control over what, how, where, and when they learn.

Technology provides teachers with powerful means to enhance teaching and learning. Effective teachers use technology to plan collaboratively, differentiate learning experiences, implement high-impact teaching strategies, collect student work, provide timely feedback, and monitor student progress.

Why

The Mparntwe (Alice Springs) Education Declaration recognises that in a digital age, and with rapid and continuing changes in the ways that people share, use, develop and communicate with ICT, young people need to be highly skilled in its use. To participate in a knowledge-based economy and to be empowered within a technologically sophisticated society now and into the future, students need the knowledge, skills and confidence to make ICT work for them at school, at home, at work and in their communities.

The continual advances in technology are changing the way students learn, connect and interact every day. Knowledge, understanding and skills, developed through integrated teaching and learning of ICT capability and Science, Technology, Engineering and Mathematics (STEM), provides students with the foundation to succeed at school and in life.

Current jobs are disappearing due to automation and new jobs are emerging every day as a result of technological advances. Employer demand for STEM qualifications and skills is high and will continue to increase in the future. To be competitive, the Australian workforce needs people who can adapt to a changing workplace. ICT capability and STEM empowers individuals with the skills to succeed and adapt in this rapidly changing world.

The Looking to the Future Report identified five digital capabilities for the modern workforce:

1. digital operation: using devices and software to carry out tasks
2. digital identity and development: maintaining a secure digital identity and a commitment to learning
3. digital information and analysis: access, manage and evaluate information and data
4. digital communication: communicating effectively through digital channels
5. digital innovation and creation: using technology to identify new ideas, solutions and opportunities (including process improvements) and creating new digital products.

Research has established connections between technologies and student engagement, motivation, and positive learning outcomes (Fokides & Kefallinou, 2020; Heindl & Nader, 2018; Kotsari & Smyrnaiou, 2017; Moyer et al., 2018).

Effective teachers use technology to improve accessibility for students with diverse learning needs and maximise every student's learning and progress.

How
Use the TPACK model

The TPACK model supports teachers to critically think about technological (T), pedagogical (P) and content knowledge (CK) when designing learning experiences for students.

The model identifies three different forms of knowledge required:
- technological knowledge: thinking about and working with technology, tools, and resources
- pedagogical knowledge: practices or methods of teaching and learning
- content knowledge: curriculum content to be taught and learnt.

The model illustrates the intersections of the three knowledge areas and provides a self-assessment grid that supports teachers to evaluate their practice.

Invest in technical knowledge and skills

Effective teachers invest in learning about technology. They know this investment supports them to improve efficiency and effectiveness through becoming confident users and teachers of technology.

Effective teachers know that learning with and from students is powerful. They encourage and motivate students to demonstrate and share their knowledge and skills through class discussions about technology and troubleshooting collaboratively as challenges arise.

Effective teachers support students to develop the fundamental dispositions for lifelong learning of technology skills. They challenge students to keep asking "is there a better way?" They model, discuss and explore ways of working. They encourage students to find efficient and effective ways to complete tasks.

Technology can support teachers as learners, inspiring them to develop their own practices in exciting and innovative ways. Engagement in professional learning can be enhanced through technology-assisted collaboration with colleagues and the broader education community.

Support learners to be engaged and safe

Effective teachers select pedagogies and technologies that work together to support student engagement and learning. Students develop ICT capability and learn to apply these skills across a range of contexts and learning areas to maximise their learning and progress.

Teachers support students to monitor and regulate their use of technologies, they plan and implement teaching and learning programs that support students to stay safe online. This includes cyber safety and how to avoid harmful behaviour and security threats, as well as protecting privacy and understanding their digital footprint. Students are challenged to think critically about how they acquire and share information online and how they store and retrieve their own data.

Develop confident and creative users of technology

Effective teachers create opportunities for students to develop capability in using ICT for information creation and presentation, problem solving, decision making, communication, creative expression, and empirical reasoning. This includes conducting research, creating multimedia information products, analysing data, designing solutions to problems, and controlling processes and devices, while working independently and collaboratively.

Effective teachers explicitly teach the core skills needed to use technologies so students can apply these skills to a range of contexts. This supports students to learn to use ICT with confidence, care and consideration, understanding its possibilities, limitations and impact on individuals, groups and communities.

Use technologies to enhance learning and accessibility

Effective teachers design teaching and learning opportunities and environments that foster student engagement, achievement and progress. They demonstrate how technology can be used critically and creatively to solve real-world problems. They model positive and responsible use of technology, focusing on wellbeing, cyber safety, global citizenship, cultural competence and ethical understandings.

Technology brings the real world into the classroom and makes teaching and learning authentic and applicable. Well-designed digital teaching and learning facilitates virtual interactions between students and peers and provides access to experts, locally and globally. This supports students to elevate their knowledge, skills and understanding.

Effective teachers provide diverse learners with opportunities to be capable and confident users of assistive technologies so they can reach their learning potential. Teachers make discerning decisions when selecting technologies that best suit the needs of students.

Student agency is strengthened when students are provided with opportunities to select the process that supports them to engage in learning, the product used to demonstrate their learning, and the technologies required to share their knowledge and understanding.

The use of technologies provides the opportunity for flipped learning. This approach combines face-to-face teaching with additional independent, online instruction. Students use online materials to clarify, revise, practise and apply the content being taught and can access the materials at any point during learning.

Provide opportunities for students to create, present and share

The use of technologies in classrooms has created new opportunities that facilitate independent and collaborative learning. In a shared digital environment, students can create content together, exchange information and ideas, and edit, revise and refine each other's contributions. When working this way, teachers support students to develop the skills required to acknowledge others' creative or intellectual property, as well as protect their own intellectual property.

Teachers plan and demonstrate the use of a range of online tools and multimodal techniques to find, synthesise and share information. They teach students how to evaluate the credibility of online sources and consider a variety of viewpoints. They encourage students to explore technologies to capture and create content, such as diagrams, audio notes, videos, podcasts, graphic organisers, concept maps and animations.

Teachers plan authentic learning activities that encourage creativity, problem solving and strategic thinking. Teachers also co-design learning opportunities with their students using new and emerging technologies to create content, communicate and collaborate with peers, teachers, and other trusted members of the school community.

Provide timely feedback

Teachers use technology to design and implement a variety of diagnostic, formative and summative assessments. Effective teachers harness technologies to collect and analyse student assessment data to identify gaps in student learning. The use of digital tools such as audio, video and digital annotators supports teachers to provide timely feedback. Teachers and students reflect on learning and set goals for improvement.

Reflective questions

- How do I design learning experiences that include opportunities for students to develop and consolidate ICT capability?
- How do I incorporate strategies to promote the safe, responsible, and ethical use of digital technologies?
- How do I select, create, and use a range of technologies to engage students in their learning?
- How do I create conditions to enable students to use technologies to communicate and work collaboratively with others?
- How do I use technology to efficiently and effectively plan, teach, and assess, including collecting and analysing student achievement data?

Resources and references

- ICT Vision for teaching and learning in Public Schools 2020–2024
- Information and Communication Technologies (ICT) Strategy 2020-2024
- Western Australian Curriculum: General Capability: ICT Capability
- Developing students' ICT Capability
- Looking to the Future Report
- TPACK model – Digital technologies hub
- AITSL: ICT for learning, Illustration of practice
- Student Online in Public Schools policy and procedures
- Manage online third party services at your school
- Telecommunications Use Policy v1.0
- Access resources for online safety
- Fokides, E., & Kefallinou, M. (2020). Examining the impact of spherical videos in teaching endangered species/environmental education to primary school students.
- Heindl, M., & Nader, M. (2018). Digital technologies in a design and technology lesson and their influence on a learner's situationally perceived value of a task when engaged in inquiry-based learning
- Kotsari, C., & Smyrnaiou, Z. (2017). Inquiry based learning and meaning generation through modelling on geometrical optics in a constructionist environment
- Moyer, L., Klopfer, M., & Ernst, J. V. (2018). Bridging the arts and computer science: Engaging at-risk students through the integration of music

Assess

Moderation

What

Moderation helps teachers to develop a comprehensive and shared understanding of the Western Australian curriculum and the year-level Achievement Standards. The moderation process builds teaching expertise and confidence and ensures decisions about student learning are accurate, valid, fair and consistent.

Moderation is an important part of the teaching, learning, assessment and reporting cycle.

There are two broad purposes:

1. **Moderation for learning** – uses fine-grained information about specific aspects of learning and aligns with formative assessment. This involves teachers working together to gain in-depth understandings of their students' learning. Teachers work collaboratively to determine what their students know and what they need to learn next. They use their time to analyse the different features of students' work and what that means for learning.

2. **Moderation for reporting** – uses a suite of evidence and aligns with summative assessment. This focuses on reporting student performance in grades or in terms of their achievement of the standard and supports consistent judgements about student achievement. It also focuses on the aspects of assessment where schools are required to be accountable for student performance and supports teachers to develop a deep understanding of the Achievement Standards.

Why

The School Curriculum and Standards Authority's Pre-primary to Year 10: Teaching, Assessing and Reporting Policy and the Policy Standards specify assessment requirements for all schools. This includes the requirement that schools will develop processes to assist teachers in developing a shared understanding of the standards and promotes comparability of grades across schools in Western Australia.

Moderation processes enable teachers to come together, share student work, and reflect on the observable qualities associated with a grade. By deciding on the specific evidence on which to focus when making assessment judgements, teachers can apply assessment criteria more consistently and reliably.

Moderation is one of the most effective methods to strengthen the consistency of teacher judgements. A high-quality moderation process builds teacher expertise and ensures information about student learning and achievement is credible and defensible. Teachers can be confident that results they award at the end of semester or year are comparable with other schools across the state.

One of the most powerful aspects of moderation is the professional learning that occurs. In addition to enhancing understanding of the curriculum content and the standards, teachers have the opportunity to engage in conversations with colleagues about strategies to improve student learning.

How

Effective teachers engage in moderation processes within schools and across school networks, face-to-face and online. Successful moderation is based on the assumption that the students have been taught the curriculum through effective teaching and learning strategies, including a variety of scaffolds.

Before moderation and to support teacher judgement, teachers must have a clear understanding of what to look for in student work by familiarising themselves with the relevant Western Australian curriculum content and Achievement Standard.

For the purposes of moderation, a body of evidence is used to demonstrate a student's learning. Work samples are used by teachers to justify grades assigned to student work and are the focus of discussion and feedback in the moderation session. A single piece of work may provide observable qualities indicative of a grade; however, a suite of evidence is required to make a valid and reliable judgement. An informative body of evidence will include summative assessment pieces, that is, what the student can demonstrate independently after being taught well. Summative tasks should reflect the ideas, processes and products familiar to students in order to be a valid and reliable assessment.

An effective body of evidence will be:
- drawn from a range of school-based assessment, including summative tasks
- highly informative to justify the judgements made
- discriminating in the number of work samples provided, that is, able to be read and discussed in the time available at moderation
- specific to the student and class (not all bodies of evidence need to be exactly the same)
- drawn from a range of different contexts
- independent work, after effective teaching
- authentic assessments and not 'show' pieces produced for the purpose.

The samples should provide an accurate picture of a student's learning in relation to the relevant Achievement Standard in the Western Australian curriculum, across an appropriate period of time. This ensures that judgements about student achievement are fair and based on the breadth of the curriculum.

Moderation is important to accurately report on student achievement, but it is also central to effective teaching and learning. Valid assessments support the identification of what students know, understand and can demonstrate, and assist teachers to align their planning to student needs.

Following moderation, effective teachers identify strengths, gaps and trends. They collaborate with their colleagues and make decisions about instructional strategies to address identified improvement areas for individual students, targeted groups and the year-level cohort.

The Authority offers a variety of moderation tools and processes to build comparability of teacher judgements. The Judging Standards tool supports teachers to make comparable judgements about student achievement. The tool supports teachers when:
- reporting against the Achievement Standards for each year of schooling
- when giving assessment feedback
- when explaining the differences between one student's achievement and another's.

The moderation process outlined in the Department of Education's resource, Moderation Messages, is transferable to any learning area and can be used for in school or across school processes.

Moderation works most effectively in schools when a variety of ongoing processes are applied at different stages of the teaching, learning and assessment cycle (Adie 2013).

Reflective questions
- How do moderation processes inform my adjustments to teaching and learning?
- How have moderation activities enhanced my understanding of the Western Australian curriculum content and Achievement Standards?
- How consistent are my judgements related to the year-level Achievement Standards? How can I improve their consistency?
- What evidence can I provide to parents that my professional judgements are valid, reliable and comparable?

Resources and references
- Pre-primary to Year 10: Teaching, Assessing and Reporting Policy and the Policy Standards
- Judging Standards tool
- Moderation Messages
- Adie, L. (2013). Moderation practices in a faculty of education: The four discourse model
- Teacher moderation that contributes to effective teaching - Brightpath
- Western Australian Curriculum and Assessment Outline - k10outline - Moderation
- Wiliam, D. (2016) Dylan Wiliam: Formative assessment (video)