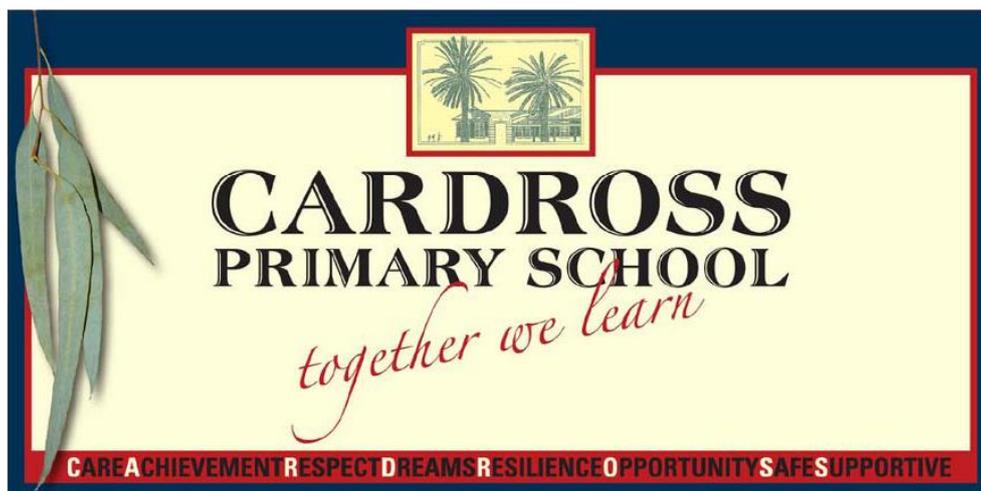


# Teaching together

for

High-Impact



An Instructional Playbook

‘Because when you know better, you do better!’

### *How we teach for high impact learning...*

This Whole School *instructional playbook* defines the core pedagogical practices at our school. It is an expectation that all staff follow this model as they plan and implement powerful learning opportunities for our students. Explained in detail over the following pages, our instructional model outlines how we:

- Implement a whole school instructional model, ensuring high levels of clarity and coherence across our school.
- gradually release responsibility
- utilise the High Impact Teaching Strategies published by the Department of Education and Training.
- provide students with opportunities to apply, demonstrate and evaluate their deep learning competencies through our NPDL 6Cs
- support student to become assessment capable learners
- implement a split-screen approach to support the development of knowledge, skills and competencies
- want students to leave Cardross, as articulated in our profile of a future ready learner

### *What we teach for high-impact learning...*

The content that we teach at Cardross Primary School is drawn from the Victorian Curriculum. Using this as a starting point, we develop a scope and sequence of the essential elements for every student to learn using a consistent approach across our school planners. Within our *curriculum design* we ensure that the knowledge, skills and competencies that we are teaching are differentiated based on student learning needs and personalised to allow every learner to access and engage with the content.

### *How we monitor high-impact learning...*

We know powerful learning has occurred when the learner is able to demonstrate new skills, knowledge or competencies. The evidence collected through these demonstrations provides vital information that supports new powerful learning and guides high impact teaching. Our *assessment schedule* supports teachers to supports staff by examining the following questions

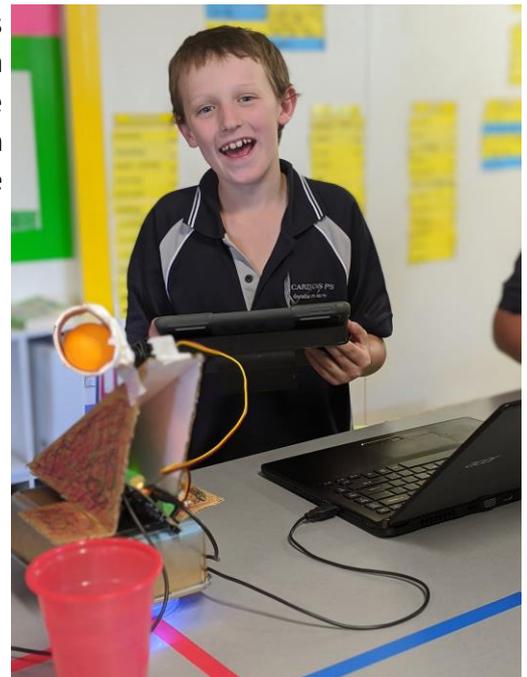
- Where is the learning going? What are our aims / goals?
- Where are our learners now?
- How will we get there? How did we go?

# Why have a whole school instructional model?

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

## a *Consistent* approach

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



## a *Committed* approach

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

## a *Comprehensive* approach

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

## a *Communicated* approach

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

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

# Our Whole School Instructional model

The instructional model on this page, is a visual representation that guides the learning and teaching practices in our school. This model has been developed and based on Fisher and Frey's (2014) interpretation of the Gradual Release of responsibility model, relying heavily on the use of High Impact Teaching Strategies, as well as the NPDL 6 deep learning competencies. Beginning with a vision of the learning environment we strive to create; this model seeks to provide the link between our purpose and our practice.



# Instructional model

This section is an adaptation of Chapter 1 of  
**Better Learning Through Structured Teaching:  
A Framework for the Gradual Release of  
Responsibility**

by Douglas Fisher and Nancy Frey

## Learning Sequences

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

The adjacent diagram maps out the phases of learning, indicating the share of responsibility that students and teachers have in each. This model does not suggest that every lesson must always start with

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

## GRADUAL RELEASE OF RESPONSIBILITY



## Focused Instruction

Focused instruction is an important part of the overall lesson design. This phase includes establishing a clear lesson purpose. It is essential to ensure that students grasp the relevance of the lesson and this occurs when the purpose is linked to the students' own goals. It is not enough to simply state the lesson purpose. We must ensure that students have opportunities to engage with the purpose in a meaningful way and obtain feedback about their performance. In addition to establishing purpose, the focused instruction phase of learning provides students with information about the ways in which a skilled reader, writer, or thinker processes the information under discussion. Typically, this is done through direct explanations, modelling, or think-alouds in which the teacher demonstrates the kind of thinking required to solve a problem, understand a set of directions, or interact with a text. Focused instruction is typically done with the whole class and usually lasts 15 minutes or less - long enough to clearly establish purpose and ensure that students have a model from which to work. Note that focused instruction does not have to come at the beginning of the lesson, nor is there any reason to limit focused instruction to once per lesson.

## Guided Instruction

The guided instruction phase of a lesson is almost always conducted with small, purposeful groups that have been composed based on formative assessment data. The key to effective guided instruction is

planning. These are not random groups of students meeting with the teacher; the groups consist of students who share a common instructional need that the teacher can address.

Guided instruction is an ideal time to differentiate. As Tomlinson and Imbeau (2010) have noted, teachers can differentiate content, process, and product. Small-group instruction allows teachers to vary the instructional materials they use, the level of prompting or questioning they employ, and the products they expect. A single guided instructional event won't translate into all students developing the content knowledge or skills they are lacking, but a series of guided instructional events will. Over time and with cues, prompts, and questions, teachers can guide students to increasingly complex thinking. Guided instruction is, in part, about establishing high expectations and providing the support so that students can reach those expectations.

### *Collaborative Learning*

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

Collaborative learning is not the time to introduce new information to students. This phase of instruction is a time for students to apply what they already know in novel situations or engage in a spiral review of previous knowledge. It is important, too, that you allow collaborative learning to be a little experimental, a little messy. In order for students to consolidate their thinking and interact meaningfully with the content and one another, they need to encounter tasks that will reveal their partial understandings and misconceptions as well as confirm what they already know. If you are pretty certain your students will be able to complete a collaborative learning task accurately the first time through, that task would probably be better suited to the independent learning phase.

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

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

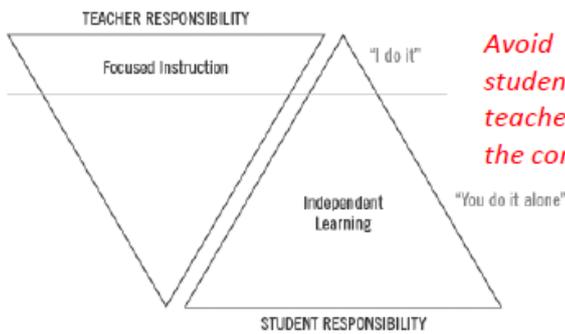
### *Independent Learning*

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

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

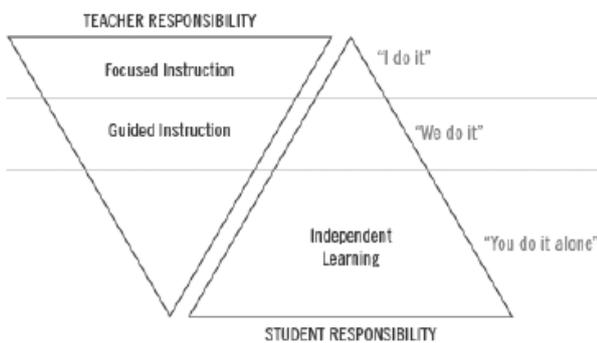
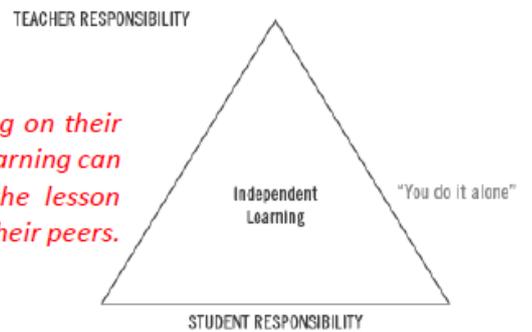
# Variations to avoid

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



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

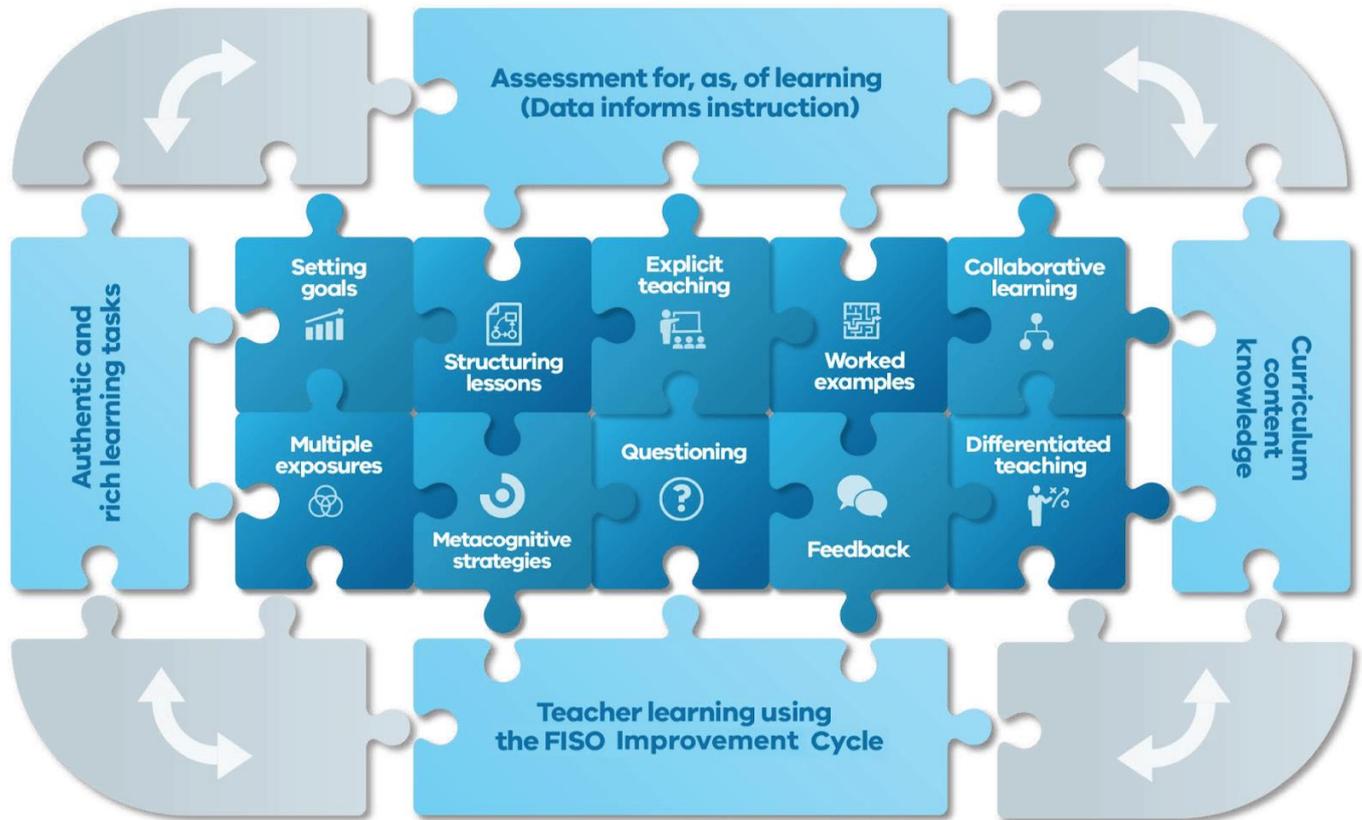
*Avoid simply expecting students to learn everything on their own. Although extended periods of independent learning can be positive, students need to be reminded of the lesson purpose, receive expert thinking and interact with their peers.*



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

# High Impact Teaching Strategies (HITS)

The HITS are 10 instructional practices that reliably increase student learning wherever they are applied. They emerge from the findings of tens of thousands of studies of what has worked in classrooms across Australia and the world. International experts such as John Hattie and Robert Marzano have synthesised these studies and ranked hundreds of teaching strategies by the contribution, they make to student learning. The HITS sit at the top of these rankings.





1.

## Setting Goals

### Overview

Lessons have clear learning intentions with goals that clarify what success looks like.

Lesson goals always explain what students need to understand, and what they must be able to do. This helps the teacher to plan learning activities, and helps students understand what is required.



2.

## Structuring Lessons

### Overview

A lesson structure maps teaching and learning that occurs in class.

Sound lesson structures reinforce routines, scaffold learning via specific steps/activities. They optimise time on task and classroom climate by using smooth transitions. Planned sequencing of teaching and learning activities stimulates and maintains engagement by linking lesson and unit learning.



3.

## Explicit Teaching

### Overview

When teachers adopt explicit teaching practices they clearly show students what to do and how to do it.

The teacher decides on learning intentions and success criteria, makes them transparent to students, and demonstrates them by modelling. The teacher checks for understanding, and at the end of each lesson revisits what was covered and ties it all together (Hattie, 2009).



4.

## Worked Examples

### Overview

A worked example demonstrates the steps required to complete a task or solve a problem.

By scaffolding the learning, worked examples support skill acquisition and reduce a learner's cognitive load.

The teacher presents a worked example and explains each step. Later, students can use worked examples during independent practice, and to review and embed new knowledge.



5.

## Collaborative Learning

### Overview

Collaborative learning occurs when students work in small groups and everyone participates in a learning task.

There are many collaborative learning approaches. Each uses varying forms of organisation and tasks.

Collaborative learning is supported by designing meaningful tasks. It involves students actively participating in negotiating roles, responsibilities and outcomes.



6.

## Multiple Exposures

### Overview

Multiple exposures provide students with multiple opportunities to encounter, engage with, and elaborate on new knowledge and skills.

Research demonstrates deep learning develops over time via multiple, spaced interactions with new knowledge and concepts. This may require spacing practice over several days, and using different activities to vary the interactions learners have with new knowledge.



7.

## Questioning

### Overview

Questioning is a powerful tool and effective teachers regularly use it for a range of purposes. It engages students, stimulates interest and curiosity in the learning, and makes links to students' lives.

Questioning opens up opportunities for students to discuss, argue, and express opinions and alternative points of view.

Effective questioning yields immediate feedback on student understanding, supports informal and formative assessment, and captures feedback on effectiveness of teaching strategies.



8.

## Feedback

### Overview

Feedback informs a student and/or teacher about the student's performance relative to learning goals.

Feedback redirects or refocuses teacher and student actions so the student can align effort and activity with a clear outcome that leads to achieving a learning goal.

Teachers and peers can provide formal or informal feedback. It can be oral, written, formative or summative. Whatever its form, it comprises specific advice a student can use to improve performance.



9.

## Metacognitive Strategies

### Overview

Metacognitive strategies teach students to think about their own thinking.

When students become aware of the learning process, they gain control over their learning.

Metacognition extends to self-regulation, or managing one's own motivation toward learning. Metacognitive activities can include planning how to approach learning tasks, evaluating progress, and monitoring comprehension.



10.

## Differentiated teaching

### Overview

Differentiated teaching are methods teachers use to extend the knowledge and skills of every student in every class, regardless of their starting point.

The objective is to lift the performance of all students, including those who are falling behind and those ahead of year level expectations.

To ensure all students master objectives, effective teachers plan lessons that incorporate adjustments for content, process, and product.

# New Pedagogies for Deep Learning

At Cardross we strive to ensure that all our students become successful learners, confident and creative individuals, as well as active and informed citizens.

To help achieve these goals we utilise the New Pedagogies for Deep Learning (NPDL) Competencies (6Cs) as part of Whole School Instructional Model. We are committed to explicitly teaching these competencies to create future ready students who are self-driven, with an ability to transfer these skills across schooling and into life situations beyond the school walls.



## NPDL Superhero Squad

Within our Junior Department, deep learning competencies are introduced from Foundation, using our Deep Learning Superhero Squad. These character representations of each deep learning competency were developed by our school to support student to connect with these life-long skills from the beginning of their educational journey at Cardross.



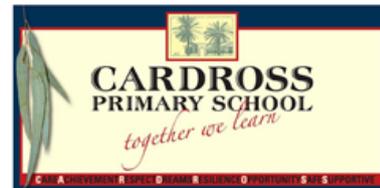
### DEEP LEARNING SUPERHERO SQUAD



# Developing Assessment Capable Learners

As Cardross, we are committed to developing learners who are assessment capable. Teachers are committed to cultivating learners who reflect, self-question, self-assess, problem solve and monitor their learning. We are guided by the work of Frey, Fisher and Hattie (2018), ensuring that we focus our energies on high-impact practices that can help students gain an insight into how they learn best. To help support this, we have compiled research and thinking in the Assessment Capable field to develop an infographic to ensure high levels of clarity across our school.

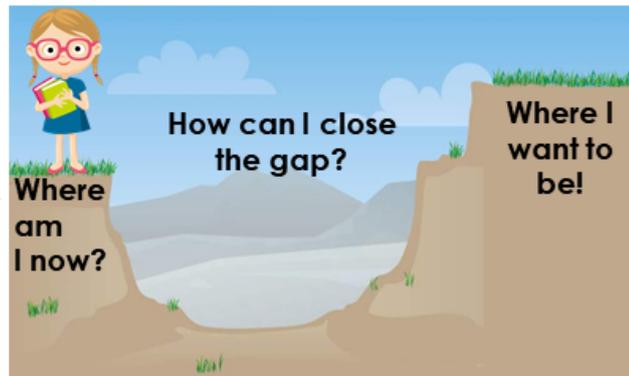
## Developing Assessment Capable Learners



### Assessment Capable Learners

Students who

- can articulate the learning intention and success criteria for the lesson,
- can describe where they are in relation to the success criteria, and
- use that information to select learning strategies to improve their work.



### Closing the Gap

Students

- understand and can articulate what they learning and why they are learning it,
- monitor their progress against success criteria through self and peer assessment,
- set goals, and
- reflect on their learning.

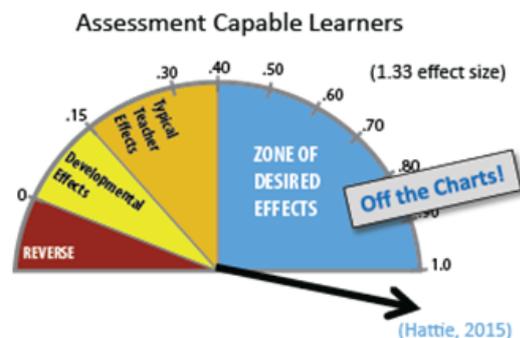
Teachers

- provide descriptive feedback, clearly linked to learning intentions and success criteria
- provide feedback about strengths and ways to improve
- pace instruction to allow for frequent cycles of feedback, and
- support students to assess their own progress.

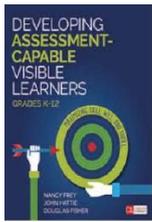
When students self-assess regularly and track and share their progress, their confidence as learners grows. Their motivation to do well increases as does their achievement.

(Stiggins & Chappuis, 2010)

### Effect Size



# Developing Assessment Capable Learners



## Assessment-Capable Visible Learners

High Yield Influences to Promote Assessment Capable Learners.

🎯 **Teacher Clarity .75**  
Clarity of organization, explanation, examples, guided practice and assessment of student learning.

🎯 **Teacher Expectations .43**  
Learning intentions and success criteria

🎯 **Challenge .57**  
Motivation is sparked by the desire to achieve mastery of a challenging concept or skill.

🎯 **Self-Reported Grades 1.44**  
Allows students to develop an internal compass for their learning. They do not depend on adults to tell them where they are.



🎯 **Student Expectations of Their Learning 1.44**  
Setting just right goals, so the students can find success.

🎯 **Agency and Ownership .56**  
When teachers and students have goals for learning. Students are able to articulate where they are and where they need to be in their learning.

🎯 **Goal Setting .73**  
Students lead a conference with teachers, articulating their learning journey and what they are currently working on.

🎯 **Feedback .73**  
Teachers provide growth mindset feedback back during student led conferences.

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# Split Screen Lesson Design

As teachers, we must realise that all lessons have a dual purpose, irrespective of the age and ability of the young people or the subject area being taught (Claxton, 2011). There is the content dimension, with material to be mastered and a competency dimension, with learning skills, dispositions and habits being exercised.

We aim make conscious choices about the competencies we introduce and stretch in our lesson design, Guy Claxton calls this split-screen lesson design. Teaching knowledge, skills AND competencies through this approach allows students to look at multiple process at once. Split screen lesson design is not only the skills and knowledge they need, but also the competencies of HOW to be a better learner.

A key element of this lesson design is ensuring that we have the balance of the known and the new.

**NEW + UNKNOWN = varied results (inconsistency)**

**NEW + KNOWN = clarity (success)**

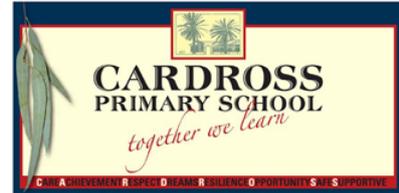


# Creating Future Ready Learners

All the work at Cardross, is focused on creating students who are 'future ready'. Below is our profile of the competencies that we want our students to leave with when they graduate from Grade Six.

## Profile of a Future-Ready Learner

Cardross Primary School prepares students for success in futures they create. In addition to academics, students are challenged and supported to develop:



### CHARACTER

- Learning to learn
- Grit, Tenacity, perseverance and resilience
- Self-regulation, responsibility and integrity

### COMMUNICATION

- Using a range of modes to communicate effectively
- Designing communication for difference audiences
- Reflecting to improve communication

### COLLABORATION

- Working well with a range of people
- Negotiating and listening to others
- Managing team dynamics and challenges
- Learning with and from others

### CREATIVITY

- Identifying real world problems and developing creative solutions
- Thinking 'outside of the box'
- Displaying strong leaderships skills and a can-do attitude

### CRITICAL THINKING

- Learning problem solving skills
- Seeing patterns and making connections when learning
- Considering if information is useful, relevant or trustworthy

### CITIZENSHIP

- Thinking like global citizens
- Genuinely caring about the planet and its people
- Considering global issues, different cultures and world views
- Compassion, empathy and concern for others

