

High Impact Wellbeing Strategies (HITS) Self-Reflection Matrix

1. Setting Goals			
Emerging	Evolving	Embedding	Excelling
<ul style="list-style-type: none"> ○ Teachers set learning goals that explain what students need to understand, and what they must be able to do. ○ Teachers use student assessment data and prior learning to set learning goals. ○ Teachers design learning activities and assessment tasks that reflect the learning goals. 	<ul style="list-style-type: none"> ○ Teachers set explicit, challenging and achievable learning goals for all students, drawing on students' backgrounds, interests and prior knowledge. ○ Teachers work together to design learning activities and assessment tasks that require students to demonstrate knowledge and skills at many levels. ○ Teachers make explicit the connections between learning goals, learning activities, and assessment tasks. 	<ul style="list-style-type: none"> ○ Teachers develop and maintain a culture of high expectations for all students by setting challenging learning goals. ○ Teachers use moderation of student assessment tasks to refine learning goals, and to provide appropriate levels of challenge for each student. ○ Teachers support students to use learning goals to monitor and progress their learning. They encourage students to review and set their own learning goals. 	<ul style="list-style-type: none"> ○ A culture of high expectations for all students is embedded. Students regularly set their own learning goals, self-reflect and evaluate, and share feedback with peers. ○ Teachers support students to use evidence to personalise and revise their learning goals, based on identified strengths and areas for improvement. ○ Teachers use data to evaluate the impact of setting goals to raise achievement and engagement levels.
<p>Which DoE & school-level resources have you in place?</p> <ul style="list-style-type: none"> ○ IEP: Long Term Goal ○ Termly ILPs ○ Visible Learning Goals (VLGs) ○ Feedback (T-S, S-T) ○ Formative Assessment Strategies ○ Values & Expectation Matrix 			

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2. Structuring Lessons			
Emerging	Evolving	Embedding	Excelling
<ul style="list-style-type: none"> ○ The teacher identifies the learning goals, sets learning activities, and assesses student understanding. ○ The teacher explains the lesson structure, including timeframes for learning activities. 	<ul style="list-style-type: none"> ○ The teacher plans and delivers structured lessons that include reviewing previous lessons, signposting new content to be covered, explaining learning activities, and checking for understanding at the end of the lesson. ○ The teacher ensures the lesson's steps are clear transparent and predictable for students. 	<ul style="list-style-type: none"> ○ The teacher assesses prior knowledge, signposts new content, and clearly explains the learning goals of the current lesson. ○ The teacher designs sequenced learning activities that scaffold the learning. ○ Teaching is adapted during the lesson in response to students' understanding. 	<ul style="list-style-type: none"> ○ The teacher ensures all students understand the learning intentions and success criteria. ○ The teacher reinforces routines, scaffolds new learning via specifically selected steps/activities, and uses smooth transitions to optimise time on task and classroom climate. ○ The teacher spontaneously adjusts instructions during a lesson to increase learning opportunities and improve students' understanding. ○ In closing the lesson, the teacher reviews, clarifies and reinforces key points, and assesses student understanding.
<p>Which DoE & school-level resources have you in place?</p> <ul style="list-style-type: none"> ○ Teaching & Learning Model & Framework (Gradual Release of Responsibility) ○ Jackson Reading, Writing and Numeracy Block Frameworks ○ Child-friendly Learning Intentions ○ Co-constructed Success Criteria ○ Classroom Routines & Expectations ○ Orderly Transitions ○ Making in-moment lesson adjustments from formative assessments ○ Reflection ○ Jackson Writing Cycle 			

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3. Explicit Teaching			
Emerging	Evolving	Embedding	Excelling
<ul style="list-style-type: none"> ○ Teachers know what students should know and be able to do by the end of the lesson. ○ Teachers explain new knowledge and skills. ○ Teachers plan learning activities that enable students to demonstrate their understanding. 	<ul style="list-style-type: none"> ○ Teachers make the learning intentions clear before students undertake the learning task. ○ Teachers explain new knowledge and skills, and model how to apply them in practice. ○ Teachers plan learning activities and assessment tasks that enable students to practise their skills and demonstrate their understanding. 	<ul style="list-style-type: none"> ○ Teachers clearly explain the learning intentions and success criteria before students undertake the learning task. ○ Teachers provide worked examples and assess student understanding before students independently practice their skills and demonstrate their understanding. ○ Teachers monitor individual students and provide feedback. 	<ul style="list-style-type: none"> ○ Students can articulate the learning intentions and success criteria. ○ Teachers provide worked examples and opportunities for guided practice. They check for understanding before students engage in independent practice. ○ Teachers closely monitor individual students' progress and offer targeted feedback as needed. ○ Teachers conclude the lesson by reinforcing the main points to consolidate the learning, and to support students to apply their learning in new contexts.
<p>Which DoE & school-level resources have you in place?</p> <ul style="list-style-type: none"> ● Teaching & Learning Model & Framework (Gradual Release of Responsibility) ● Literacy Instructional Practices ● Numeracy Instructional Practices ● Child-friendly Learning Intentions ● Co-constructed Success Criteria ● Explicit Teacher Modelling with Worked Examples ● Formative Assessment Strategies ● Feedback (T-S, S-T) ● Reflection against Learning Intention and Success Criteria 			

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4. Worked Examples

Emerging	Evolving	Embedding	Excelling
<ul style="list-style-type: none"> ○ Teachers access professional learning to build teacher knowledge and skills in using worked examples. ○ Teachers sometimes use worked examples to introduce new knowledge and skills. 	<ul style="list-style-type: none"> ○ Teachers identify worked examples as a focus for learning and development in Performance and Development Plans. ○ Teachers regularly use worked examples to present new knowledge and skills, and to scaffold student learning. ○ Teachers collaboratively develop and share worked examples in Professional Learning Communities. They monitor the impact on student learning outcomes to evaluate their effectiveness. 	<ul style="list-style-type: none"> ○ Professional Learning Communities support building knowledge and skills in effectively using worked examples, as referenced in teachers' Performance and Development Plans. ○ Teachers collaboratively develop and share worked examples. They use them to scaffold student learning and to foster metacognition. ○ Teachers analyse a range of data, including student feedback, to measure the impact on student learning and to evaluate the effectiveness of worked examples. 	<ul style="list-style-type: none"> ○ Worked examples are used deliberately and systematically, and embedded in lesson and unit structures. They are used consistently across learning areas. ○ As part of the school improvement focus on evidence-based high impact teaching strategies, the school monitors the use of worked examples, and evaluates their effectiveness in improving the quality of learning.
<p>Which DoE & school-level resources have you in place?</p> <ul style="list-style-type: none"> ● Teaching & Learning Model & Framework (Gradual Release of Responsibility) ● Explicit Teacher Modelling with Worked Examples ● Collaboration through PLTs ● PDPs ● Analysis of Formative and Summative Assessments, inc Teacher Judgement Levels 			

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5. Collaborative Learning

Emerging	Evolving	Embedding	Excelling
<ul style="list-style-type: none"> ○ During lessons, teachers allow students to share and reflect on their ideas with their peers. Occasionally, teachers structure learning activities in small groups. ○ Teachers engage in professional conversations to investigate the evidence base for collaborative learning and share examples of their practice. 	<ul style="list-style-type: none"> ○ Teachers work together in PLCs to build their knowledge of, and skills in, collaborative learning. ○ Teachers collaborate to design group tasks that help students work and learn together on specific learning goals. ○ Teachers collaboratively develop and implement protocols for group work that build student understanding of how effective groups operate. 	<ul style="list-style-type: none"> ○ Teachers consistently structure learning around differentiated group tasks that require students to work collaboratively. ○ Teachers support students to provide feedback to each other using feedback protocols. ○ Teachers observe experienced colleagues, trial new strategies, and seek feedback to support changes to their practice. 	<ul style="list-style-type: none"> ○ Cooperative learning is embedded in classroom practice. Students understand the protocols for working collaboratively and they are skilled at providing considered feedback to each other. ○ Students design challenging and differentiated individual or group tasks to achieve identified learning goals. ○ Teachers collect data, including feedback from students, to monitor and evaluate the impact of collaborative learning strategies.

Which DoE & school-level resources have you in place?

- Teaching & Learning Model & Framework (Gradual Release of Responsibility)
- Differentiated Focus Groups
- Feedback (S-S)
- Peer Observations (T-T)
- Learning Walks & Talks
- Support from Knowledgeable Others (Learning Specialist & Leading Teacher)
- Formative & Summative Assessments

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6. Multiple Exposures

Emerging	Evolving	Embedding	Excelling
<ul style="list-style-type: none"> ○ The teacher uses repetition to review and reinforce new learning, particularly when introducing new concepts and skills. ○ Professional learning activities focus on building teachers' understanding of evidence based high impact teaching strategies. 	<ul style="list-style-type: none"> ○ The teacher plans the use of repetition to review and reinforce new concepts and skills, explicitly linking each exposure to the learning goals. ○ The teacher assesses student competence at each stage and provides timely feedback to remediate student misunderstandings and/or mistakes. ○ Teachers work in Professional Learning Communities to develop multiple exposures learning activities in different contexts which support transfer of learning. 	<ul style="list-style-type: none"> ○ Across learning areas, teachers are skilled in planning and structuring multiple exposures. ○ Teachers collaboratively plan and develop learning and assessment activities that incorporate multiple exposures. ○ Teachers analyse a range of data, including student feedback, to measure the impact of multiple exposures on student learning and to evaluate their effectiveness. 	<ul style="list-style-type: none"> ○ Use of multiple exposures is deliberate, systematic and embedded in lesson and unit structures, and applied strategically to support knowledge acquisition, transfer of knowledge and deep understanding. ○ An integrated, whole-school approach to using high impact teaching strategies is implemented, and regular monitoring and evaluation processes ensure teacher accountability.
<p>Which DoE & school-level resources have you in place?</p> <ul style="list-style-type: none"> ● Teaching & Learning Model & Framework ● Personalised Learning Pathways ● Jackson Essentials Curriculum (Goal Banks) ● Termly & Weekly Planning Documents ● Jackson Writing Cycle 			

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7. Questioning

Emerging	Evolving	Embedding	Excelling
<ul style="list-style-type: none"> ○ Teachers use questioning to identify prior learning and gauge levels of understanding. ○ Teachers provide positive feedback on responses to encourage student participation and to engage students in higher order thinking and learning. 	<ul style="list-style-type: none"> ○ Teachers work in teams to develop their questioning skills, including open and closed questions, probing questions and using 'wait time'. ○ Teachers provide appropriate feedback and support students to generate questions that lead them to further inquiry. ○ Teachers collaboratively develop and implement protocols to build a respectful, trusting learning environment in which students feel confident to contribute. ○ Teachers monitor student participation and learning progress to self-assess the effectiveness of their questioning skills. 	<ul style="list-style-type: none"> ○ Teachers work in Professional Learning Communities to collectively build and refine their capability to deploy a range of question types appropriate to the learning goals. ○ Teachers consistently implement and reinforce agreed classroom protocols to build a respectful, trusting learning environment in which students feel confident to contribute. ○ Teachers use peer observation to share and debrief about how well they are asking questions to gain evidence of student learning, to encourage thoughtful and considered responses, and to facilitate discussion. 	<ul style="list-style-type: none"> ○ Teachers are highly skilled at using questioning for a variety of purposes, including informal and formal assessment. ○ Teachers support students to think critically by developing questions, posing problems and reflecting on multiple perspectives. They foster deep thinking, and facilitate discussion to engage all students in learning. ○ Teachers use a range of data, including student feedback and peer observation, to monitor and evaluate the effectiveness of their questioning skills.

Which DoE & school-level resources have you in place?

- PLTs
- Teaching & Learning Model & Framework (Gradual Release of Responsibility)
- Differentiated Questioning
- Formative & Summative Assessment Strategies (including Bronwen Ryrie-Jones)

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8. Feedback			
Emerging	Evolving	Embedding	Excelling
<ul style="list-style-type: none"> ○ Teachers provide students with feedback on strengths and areas for improvement. 	<ul style="list-style-type: none"> ○ To progress learning, teachers provide students with targeted feedback based on informed and timely judgements of each student's achievement, relative to their learning goals and their needs. 	<ul style="list-style-type: none"> ○ All teachers use formative and summative assessment strategies, and provide students with timely feedback that supports individualised learning. ○ Teachers use assessment data as a source of feedback on their teaching practice, implementing changes and interventions where and when required. 	<ul style="list-style-type: none"> ○ A range of comprehensive assessment data provides the basis for regular feedback to students and parents. ○ Teachers strategically gather and analyse assessment data to reflect on their practice. Student feedback is actively used to inform teaching.
<p>Which DoE & school-level resources have you in place?</p> <ul style="list-style-type: none"> • Teaching & Learning Model & Framework (Gradual Release of Responsibility) • Formative & Summative Assessment Strategies • Feedback (T-S, S-T) • Peer Observations (T-T) • Learning Walks & Talks • Assessments 			

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9. Metacognitive Strategies

Emerging	Evolving	Embedding	Excelling
<ul style="list-style-type: none"> ○ Teachers participate in professional learning to build their knowledge of metacognitive strategies. ○ Teachers encourage students to be self-reflective learners by assisting them to think about their own thinking and about how they learn. ○ Teachers emphasise that a person's ability to learn is not fixed and that it is always possible to learn effective learning strategies that improve performance. ○ Teachers introduce learning strategies that students can apply to tackle specific tasks. 	<ul style="list-style-type: none"> ○ Teachers identify metacognitive strategies as a focus for learning and development in Performance and Development Plans. ○ Teachers introduce students to a number of differentiated learning strategies they can apply to completing a range of problems. ○ Teachers explain how to make informed choices about which strategies to use in particular situations to achieve the learning goals. ○ Teachers teach students how to reflect on and monitor their own learning. 	<ul style="list-style-type: none"> ○ Professional Learning Communities support building knowledge and skills in using metacognitive strategies, as referenced in all teacher Performance and Development Plans. ○ Teachers explicitly teach a number of metacognitive strategies, model their use, and embed them in routines and the lesson structure. ○ Teachers encourage students to reflect critically on the strategies they use to complete tasks, and to identify which learning strategies are most effective for them. ○ Teachers support students to consider their learning goals, plan and monitor their own learning, and evaluate their learning. 	<ul style="list-style-type: none"> ○ An integrated, whole-school approach to using metacognitive strategies is implemented, accompanied by regular monitoring and evaluation processes that ensure teacher accountability. ○ Teachers effectively diagnose individual students' abilities, then select and coach them in appropriately challenging tailored strategies. ○ Metacognitive strategies are explicitly taught, extensively modelled, embedded in routines and the lesson structure, and linked to the content being taught. ○ Students take responsibility for their past and future learning – they understand the standards expected of them, set and monitor their own learning goals, and develop strategies for working towards them.

Which DoE & school-level resources have you in place?

- PLTs
- Teaching & Learning Model & Framework (Gradual Release of Responsibility)
- PDPs
- Metacognitive Strategies / Learning Strategies
- Classroom Routines & Structures
- Zones @ Jackson
- BSEM: De-escalation & Self-Regulation
- Visible Learning Goals
- Feedback (T-S, S-T, S-S)
- Student Interests
- Student-friendly checklists/rubrics

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10. Differentiated Teaching

Emerging	Evolving	Embedding	Excelling
<ul style="list-style-type: none"> ○ Teachers use assessment strategies to identify what students know, and to monitor learning. ○ Teachers use a variety of teaching strategies to accommodate the range of abilities and interests. 	<ul style="list-style-type: none"> ○ Teachers use a range of assessment activities to identify prior learning, and to diagnose student learning needs. ○ Teachers modify and diversify their instructional delivery and behaviour management to meet the different needs of students. 	<ul style="list-style-type: none"> ○ Student assessment data is analysed and findings explicitly inform curriculum planning and teaching practice. ○ Teachers use data to determine the targeted interventions required for individual students. ○ Teachers 'teach-up' – that is, they teach high quality, rich curriculum to all students and scaffold learnings so students achieve high level goals, rather than teach 'down' to students they perceive as having less ability. 	<ul style="list-style-type: none"> ○ After effectively diagnosing individual students' abilities, teachers select and explicitly teach using tailored, appropriately challenging strategies. ○ Teachers contribute to the ongoing development of whole-school assessment policies and strategies, which support teachers to build their capability to use a range of assessment data to diagnose students' learning needs and inform planning for student learning. ○ Differentiation is central to planning and delivery in all lessons.

Which DoE & school-level resources have you in place?

- Teaching & Learning Model & Framework (Gradual Release of Responsibility)
- Differentiated Focus Groups
- Student's interests and abilities
- IEP: Jackson Learner Profile
- Assessment & Data Schedule
- Differentiation Toolkit (Carol Ann Tomlinson) focused around Learning Interests, Profile and Readiness as well as Content, Product, Process & Environment
- Differentiation & Intervention Model (RTI/MTSS)
- Disability Inclusion Domains & Activities: provide substantial and extensive adjustments to students
- SW-PBS