Teaching & Learning Model

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(Intended)

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(Implemented)

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"I do, you watch"

Whole Class Shared Activity
"I do, you help"

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"You do, I help"

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"You do, I watch"

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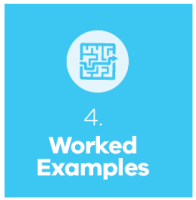
10. **Differentiated teaching**

Marzano (2011), Tomlinson (2001), Pearson & Gallagher (1983)

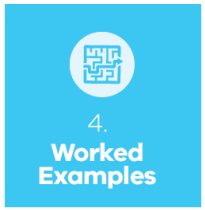
Framework for Excellence in Teaching & Learning

Background Research, HITS & HIWS	1: Build relationships with students	2: Facilitate peer relationships	3: Establish and maintain clear classroom expectations	4: Support inclusion and belonging	5: Foster student self-efficacy	6: Engage students	7: Promote coping strategies and facilitate referrals

Teaching Staff: What does excellent teaching look like?	Education Support Staff: What does excellent educational support look like?	The Jackson Learner: What does excellent learning look like?
2. Structuring Lessons Pearson & Gallagher: Gradual Release of Responsibility	I explain with the ESS prior to the lesson the planned with strategies and resources, differentiated tasks expected of them and focus group of students to support. • Before learning takes place, I ensure I have considered and planned for students' profiles, readiness and interests • I self-reflect against the HITS & HIWS Continua and Checklists and implement these high-impact strategies • I set visible learning goals for individual students and group similar students based upon assessment evidence and students' learning needs	I meet with the teacher prior to the lesson and discuss the learning planned, tasks expected of me and focus group of students to support. • I read the students' Learner Profile, IEP/SSG Minutes, ILP, BSP and other working file documents) • I will support students to understand their visible learning goals	Be Safe Be Respectful Be Responsible • I know my visible learning goals "I can…"
1. Setting Goals Hattie's Visible Learning: - d=0.56 Goals, - d=0.75 Teacher Clarity.	**<u>Learning Intention</u>** • I communicate visible learning intentions about what they are learning in every lesson so students can understand what they are learning (using AAC as required) Learning Intentions should be written and shared with students in every lesson so they know what they are learning in the lesson. These should be written in student-friendly language aligned to the cohort benchmarks and taken from the progression statements in the termly planner/goal banks. The	**<u>Learning Intention</u>** • I will support students to understand what they are learning today • I will support students to sit and listen to the teacher (whole body listening)	**<u>Learning Intention</u>** • I know what I am learning today (Learning Intention)

Vygotsky: ZPD (Point of Need)	language of Learning Intentions should represent all learning levels within the class. Therefore, these should be skill focused and not outcome or activity based. Best examples start with "To" followed by the skill. E.g: To count on using a number line.		
  Hattie's Visible Learning: - d=0.82 Scaffolding - d=0.57 Worked Examples - d=1:44 Self-reported grades / student expectations. Vygotsky: Scaffolding (Level of Support).	**Success Criteria** • I communicate a planned success criteria with the students (using AAC as required) • I write procedural success criteria with my students so they know what to do and how to be successful in their learning • I provide task schedules or visual schedules to individual students • I use performance rubrics to provide students with assessment criteria of how to achieve different levels of work • I have differentiated the success criteria for different groups of learners A success criteria is a series of procedural steps for students to be successful against the Learning Intention. Best examples of success criterias are co-constructed with the students whilst the teacher models working through an example. This may be as a whole class as well as in differentiated focus groups. Sometimes performance success criteria or rubrics may also be used by students during independent learning. Teachers may also outline what outcomes they are looking for and not looking for as a product of the lesson. E.g:	**Success Criteria** • I will support the students to understand how to achieve the learning intention and how to be successful • I will support targeted students to complete their success criteria • I will set-up visual schedules and support students to follow them	**Success Criteria** • I know how to be successful by following learning steps / visual schedule

	1. I can start at the biggest number 2. I can jump to the nearer whole number 3. I can add up the difference between two numbers		
 Hattie's Visible Learning: - d=0.69 Meta-cognition - d=0.57 Working Memory Strength. T&L Toolkit: +8 Months Impact. Maslow: Hierarchy of Needs. Thomlison: Differentiated Instruction.	**SPARK!** • I ensure students are ready to learn through self-regulation strategies • I engage students and hook them into their learning • I share with students how their learning applies to the real world (Why?) A SPARK! is a short activity to ensure students are ready to learn. These activities may be regulation activities to get students into the green zone. Teachers may choose to do a yellow zone regulation break if students have entered the lesson heightened from recess/lunch. More often these will be an activity to hook students into the lesson or spark their interests. Teachers may here explain the real-world relevance of **why** the students will be doing the intended learning. Working memory activities may also be used as a warm up, e.g: student being shown and memorising random letters, numbers, colours or symbols and having to write them down in order.	**SPARK!** • I will support the teacher in identifying individual student's regulation triggers when they are not ready to learn • I will take selected students on regulation breaks as required (directed by the teacher) • I will ensure AAC is always available and language is modelled at all times.	**SPARK!** • I am calm in the green zone and ready to learn • I understand how my learning can be used in the real world • I know what it means to be a good Jackson Learner • I have my communication device ready for learning (as required)
	**Quality Teacher Modelling** • "I do, you watch" • I show students modelled examples and demonstrate how to achieve	**Quality Teacher Modelling** • I will meet with the teacher prior to the lesson to understanding any new learning concepts	**Quality Teacher Modelling** • I sit and active listen to the teacher (whole body listening)

 Hattie's Visible Learning: - d=0.59 Direct Instruction - d=0.57 Worked Examples - d=0.6 Teaching Strategies - d=0.94 Prior Learning - d=0.9 Formative Evaluation - d=0.46 Questioning Vygotsky: ZPD (Point of Need), Scaffolding (Level of Support) Piaget: Schema (Connect Prior Knowledge to New Learning).	the learning intention using the success criteria • New content is explicitly introduced and explained • I plan the sequence of steps to scaffold student learning • I model application of knowledge and skills • I work through examples to support independent learning • I ask students differentiated open questions to assess student's prior knowledge, uncover/address misunderstandings and to track progress/understanding • I keep direct instruction simple to understand and time-limited (10 mins max) • Digital Technologies are used to support and enhance teaching and learning • Hands-on manipulatives are used to support and enhance teacher explicit modelling • I will model language using AAC as required Where the gradual release of responsibility begins. Teachers Do - Students Watch. This should be no longer than 10 mins. Teachers should consider the students age and disabilities and adjust timing according. At the start of the lesson teachers should recap on prior learning to determine what students have retained and their starting points (ZPD). This is best done through differentiated questioning and using formative assessment strategies. Effective teachers use explicit teacher modelling of instructional practices and	• I will support students to sit and listen to the teacher (whole body listening) • I will reinforce positive behaviours by giving out PBIS tickets (without disrupting learning) • I may consolidate prior learning to individual students prepared and explained to me by the teacher • I will take selected students on regulation breaks as required (directed by the teacher) • I will model language using AAC as required	• I answer questions from the teacher (using my communication device as required) • I talk about what I already know and have learned before (using my communication device as required)

	strategies to build student's knowledge and skills. In explicit teaching practice, teachers show students what to do and how to do it through scaffolded, worked examples. This reduces student cognitive load, enabling them to focus on understanding a process which leads to an answer, not the answer itself.		
  Hattie's Visible Learning: - d=0.59 Direct Instruction - d=0.57 Worked Examples - d=0.6 Teaching Strategies - d=1.28 Piagetian Programs - d=0.46 Questioning Piaget: Constructivism "Learn by Doing".	**<u>Whole Class Shared Activity</u>** • "I do, you help" • I support students to have a go at new learning using worked examples • Teacher provides differentiated support whilst students have time to practice what they have learnt • Using feedback structures, I reflect and adapt planned teaching • I provide multiple opportunities to encounter, engage and elaborate on new knowledge and skills • Digital Technologies are used to support and enhance teaching and learning • Hands-on manipulatives are used to support and enhance teacher explicit modelling A whole class shared activity is where Teachers Do - Students Help. The shared activity may be blended with the teacher modelling as an interactive teaching approach. Best examples are when teachers guide students through a scaffolded task with differentiated questioning to support students to have a go at the worked example modelled by the teacher. Co-constructing the success criteria with students at this point helps to reinforce how students can be successful in their learning. Teachers should check that students understand the learning/task before	**<u>Whole Class Shared Activity</u>** • I take part in the whole class activity • I may support the teacher with whole class teaching • I will reinforce positive behaviours by giving out PBIS tickets (without disrupting learning) • I may consolidate prior learning to individual students prepared and explained to me by the teacher • I will take selected students on regulation breaks as required (directed by the teacher) • I will model language using AAC as required	**<u>Whole Class Shared Activity</u>** • I help my teacher and class with whole group learning (with my communication device as required) • I answer teacher's questions • I work with others (Think-Pair-Share-Square) • I have a go at new learning with my class

	they break off for their differentiated activities.		
 Hattie's Visible Learning: - d=0.69 Meta-cognition T&L Toolkit: +8 Months Impact. Maslow: Hierarchy of Needs.	**<u>Regulation Break</u>** • I support students to self-regulate throughout the lesson • I judge throughout the lesson the students' level of concentration and provide a regulation break for students who are not ready to learn (whole group/small group/individuals) • Regulation breaks should be differentiated based upon student's needs • These are time-limited and can be indoors and outdoors A regulation break can occur at any point during the lesson. This may be required as a whole class if the teacher determines, from their ongoing formative assessment, that the students are not ready to learn. Best examples are when the teacher directs the ES to support targeted groups or individual students to complete a regulation break card aligned to the relevant zone. Teachers may choose to build in a blue zone regulation break as a whole class if students have been sat passively for any length of time.	**<u>Regulation Break</u>** • As required, I support small groups and individuals to self-regulate through time-limited regulation breaks indoors and outdoors (directed by the teacher) • I will model language using AAC as required	**<u>Regulation Break</u>** • Sometimes I need a break from my work to help me focus on my learning
 	**<u>Differentiated Focus Group (Workshops)</u>** • You do, I help" • Teacher facilitates a targeted focus group with supported differentiated learning (new or consolidated learning) at students' point of need based upon assessment evidence • Communicate differentiated group success criteria • Students may move between rotations/stations/workshops	**<u>Guided Focus Group (Workshops)</u>** • I support a targeted focus group with differentiated, consolidated learning (1:3/1:4) • Students may move between rotations/stations/workshops • Tier 2 and 3 Speech Pathology and Occupational Therapy interventions support teaching and learning programs • I will model language using AAC as required	**<u>Guided Focus Group (Workshops)</u>** • I have a go with help from adults • I do my best • I have a go and don't give up • I know it is ok to make mistakes

Hattie's Visible Learning: - d=1.29 RTI - d=1.28 Piagetian Programs - d=0.77 Intervention for Disabled Students - d=0.88 Micro Teaching - d=0.49 Small Group Learning, d=0.41 Collaborative Learning vs Whole Class, d=0.74 Reciprocal Teaching T&L Toolkit: +4 Months Impact. Vygotsky: ZPD (Point of Need), Scaffolding (Level of Support). Piaget: Cognitive Development, Constructivism (Learn By Doing).	• Tier 2 and 3 Speech Pathology and Occupational Therapy interventions support teaching and learning programs in class Once the teacher modelling and shared activity have concluded, teachers release the responsibility to the students: Students Do - Teachers/ESS Help. Teachers work with a differentiated focus group on work aligned to their zone of proximal development (ZPD) and visible learning goals. These should be informed by the students most current formative assessment, E.g: running records to inform guided reading groups. Students should be grouped by a similar skills or ability level. The teacher may now conduct a "mini lesson" repeating the model for the group. Teachers plan and direct ESS to work with another differentiated group of students on familiar activities to reinforce and consolidate prior learning. These activities should be aligned to the context of the lesson and be pitched appropriately for students to complete with minimal support from the ESS.		

10. **Differentiated teaching**

6. **Multiple Exposures**

Hattie's Visible Learning:
- d=0.23 Individualised Instruction
- d=0.59 Mastery Learning
- d=0.62 Time On Task

T&L Toolkit: +5 Months Impact;

Piaget: Constructivism "Learn by Doing"

Bruner: Spiral Curriculum

Independent Learning

- "You do, I watch"
- Teacher and ESS may work with a targeted, differentiated focus group
- Teachers to conference with individual students
- I set students with work below their ZPD based upon assessment evidence on content which has been taught multiple times
- Monitor whole class learning (including ES group)

Independent learning does not mean students have to work by themselves. This is where they are working with a greater level of independence and less support from adults. Best examples see students are engaged in collaborative group tasks or hands-on projects.

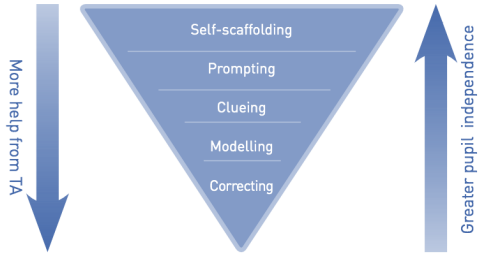
Depending on the learning area or year level, students may work on a repetitive, independent task for them to practise and master the learning. These activities should be differentiated and pitched appropriately for student's individual needs. Students may then rotate between the Teacher, ES and independent learning groups.

In some lessons all students will be involved in independent learning following the teacher and ES focus groups, e.g: independent reading/conferences. This concludes the gradual release of responsibility: Students Do - Teachers Watch. Here Teachers and ESS continue to monitor and support individual students with their learning. This time should be planned and targeted.

Independent Learning

- I work with a targeted, differentiated focus groups
- I record evidence of learning on SeeSaw
- I let students have a go and make mistakes to develop their independence

Scaffolding "Independent" Learning



Self-scaffolding
Self-scaffolding represents the highest level of pupil independence. TAs observe, giving pupils time for processing and thinking. Self-scaffolders can: plan how to approach a task; problem-solve as they go; and review how they approached a task.

Prompting
TAs provide prompts when pupils are unable to self-scaffold. Prompts encourage pupils to draw on their own knowledge, but refrain from specifying a strategy. The aim is to nudge pupils into deploying a self-scaffolding technique. For example: 'What do you need to do first?'; 'What's your plan?'; 'You can do this!'

Clueing
Often pupils know the strategies or knowledge required to solve a problem, but find it difficult to call them mind. Clues worded as questions provide a hint in the right direction. The answer must contain a key piece of information to help pupils work out how to move forward. Always start with a small clue.

Modelling
Prompts and clues can be ineffective when pupils encounter a task that requires a new skill or strategy. TAs, as confident and competent experts, can model while pupils actively watch and listen. Pupils should try the same step for themselves immediately afterwards.

Correcting
Correcting involves providing answers and requires no independent thinking. Occasionally it is appropriate to do this, however, TAs should always aim instead to model and encourage pupils to apply new skills or knowledge first.

Bosanquet, Radford and Webster (2016)

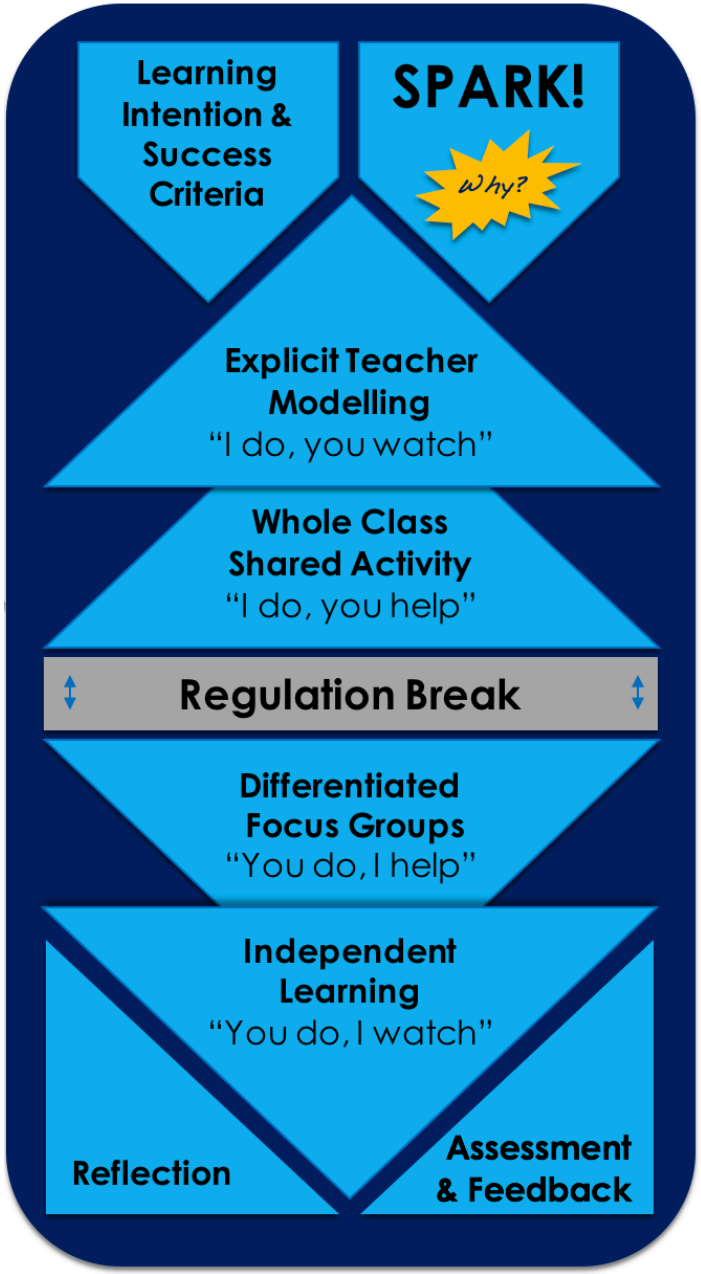
Independent Learning

- I work by myself
- I work with others
- I ask an adult for help
- I stay on task
- I am becoming independent

7. Questioning 8. Feedback	**Reflection** • I revisit the learning intention and success criteria • I reflect upon what the students have learned • I evaluate my teaching practice to inform future teaching and learning • I record what went well and what I would change next time • I ask a student to work through an example of the LI to demonstrate understanding (using AAC as required) • I celebrate students' successes and achievements • I share observed student learning growth using SeeSaw and AirPlay **Feedback** • I provide precise, timely, specific, accurate and actionable feedback to students (verbal and written and visual where applicable) about their next steps in learning against their ILP goals, LI and SC • I encourage student voice to feedback about my teaching and their learning • I encourage parent feedback on student learning using SeeSaw **Assessment for Learning** • I use ongoing formative assessment to determine the impact on student learning growth and evaluate my teaching • I record formative assessment evidence using SeeSaw linked to Learning Intentions / Victorian Curriculum Content Descriptions	**Reflection** • I share observations of student learning against the learning intention and success criteria with the teacher • I give students PBIS tickets to share and celebrate their successes and achievements **Feedback** • I provide ongoing, verbal and visual feedback to support students about their learning **Assessment for Learning** • I support the teacher to record evidence of learning using SeeSaw linked to learning intentions	**Reflection** • I share what I have learned today using AAC as required • I revisit my learning goals and LI **How do you feel about your learning?**  **I completed all of the learning steps independently.** | **I can do some of the learning steps, but I needed help with one or more steps.** | **I tried my best but I needed help with my learning.** **Feedback** • I know what to learn next **Assessment for Learning** • I celebrate my successes and achievements • I may work through an example to show my class

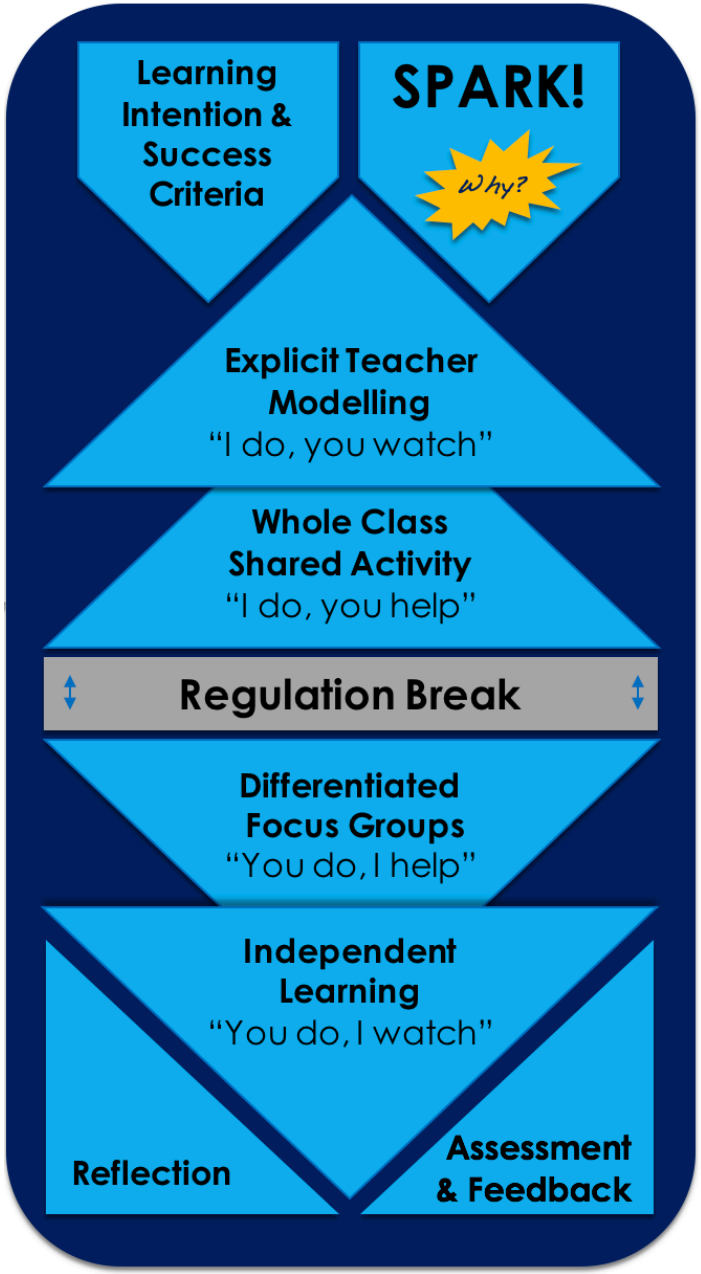
Hattie's Visible Learning: d=0.73 Feedback T&L Toolkit: +8 Months Impact. Black & William: Formative Assessment.	Assessment for Learning, feedback to students and reflection on learning should be ongoing and can occur at any point during the lesson for teachers to determine students' progress towards the learning intention. Evaluative planning should be adjusted to meet students' learning needs. At the conclusion of the lesson, dedicated time should be prioritised for students to come together to reflect on their learning linked to the learning intervention. Best practice would see students using the success criteria to reflect whether they have been successful. Immediate verbal feedback should be given to students on their next steps to improve. Other Assessment for Learning strategies may be used by the teacher to inform future planning, e.g: differentiated questioning, exit slips, thumbs up/down. SeeSaw as an online platform can be used to collect formative evidence of student learning and celebrate student's learning with parents/carers. Visible Learning goals should be updated once a student has completed them and they should be involved in the process, e.g: teachers analysing MSV from running records to inform next steps in learning. Students then write and change their own visible learning goal.		

HITS: Structuring Lessons in Reading



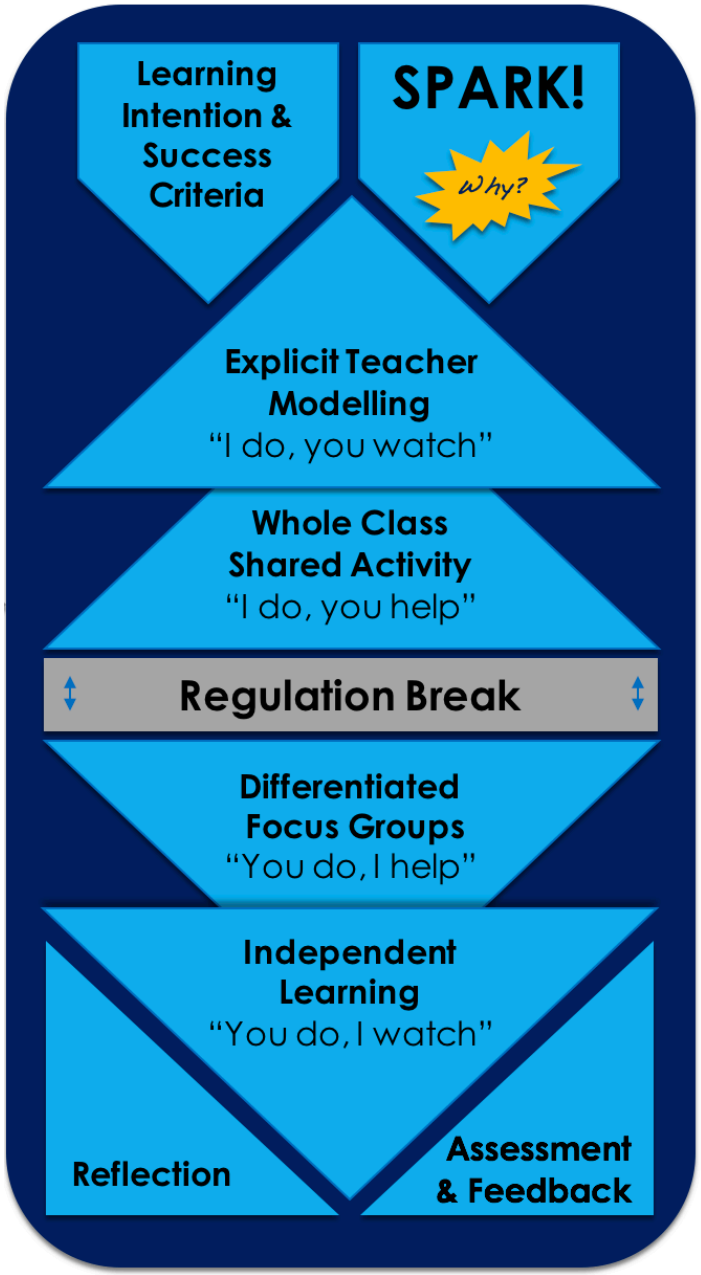
Jackson Reading Block Framework		HITS
Learning Intentions & Success Criteria • Visible & Shared Learning Intentions (linked to student assessments) • Procedural Success Criteria written with the students		1, 2, 7, 8
SPARK! & Regulation Breaks • Tune students into the learning so they are ready to learn • Link to authentic, real-world learning and purpose for learning • Regulation breaks can occur anytime in the lesson, should be under 5 minutes and differentiated for student's needs		9
Explicit Teacher Modelling (5-15 mins) • Read Aloud • Shared Reading • Explicitly teach new skills through worked examples		2, 3, 4, 7, 8, 9
Teacher Focus Group (15 mins) • Guided Reading in differentiated groups • Language Experience • Anecdotal observations & reading notes	**ES Focus Group (15 mins)** • Supporting Students to change levelled texts • Read to ES or partner • Differentiated and scaffolded vocabulary work	3, 4, 5, 6, 7, 8, 9, 10
Independent Reading (10 mins) • Conferencing (Running Records) • Reading Goal Activities • Writing About Reading • Independent Reading		
Reflection & Feedback (5 mins) • Revisit Learning Intention and Success Criteria • Share Student Learning (SeeSaw) • Verbal Teacher-Student feedback of how they can improve • Set next steps for learning with students		1, 3, 7, 8, 9

HITS: Structuring Lessons in Writing



Jackson Writing Block Framework		HITS
Learning Intentions & Success Criteria • Visible & Shared Learning Intentions (linked to student assessments) • Teacher co-constructs Success Criteria with students from modelling a worked example		1, 2, 7, 8
SPARK! & Regulation Breaks • Tune students into the learning so they are ready to learn • Link to authentic, real-world learning and purpose for learning • Regulation breaks can occur anytime in the lesson, should be under 5 minutes and differentiated for student's needs		9
Explicit Teacher Modelling (5 mins) – *pitched at benchmarked level* • Modelling Writing (Teacher Writes, Students Watch) • Explicitly teach new writing skills through worked examples		2, 3, 4, 7, 8, 9
Whole Class Shared Activity (5 mins) • Shared Writing (Teacher Writes with Students' Help) • Interactive Writing (Students Write with Teacher's Help)		
Teacher Focus Group (15 mins) • Guided Writing / Writing Conferences in differentiated groups • Language Experience (A-F)	**ES Focus Group (15 mins)** • Learning aligned to LI • Focus group to practise familiar, repetitive learning e.g. word work, spelling, letter work, fine motor (LWT)… • Use of SeeSaw Activities and online platforms (once a week)	3, 4, 5, 6, 7, 8, 9, 10
Independent Learning (10 mins) • Independent Writing • Learning aligned to LI • Editing and redrafting own writing including use of technology • Consolidate Writing Goal Learning • Writing About Reading		
Reflection & Feedback (5 mins) • Revisit Learning Intention and Success Criteria • Share Student Learning (SeeSaw) • Verbal Teacher-Student feedback of how they can improve • Set next steps for learning with students		1, 3, 7, 8, 9

HITS: Structuring Lessons in Numeracy



Jackson Numeracy Block Framework	HITS
Learning Intention & Success Criteria • Visible & Shared Learning Intentions (linked to student assessments) • Learning intention to be deconstructed with students if required • Teacher co-constructs Success Criteria with students from modelling a worked example	1, 2, 7, 8
SPARK! & Self-Regulation • Hook the students in with a relevant problem or question to provoke some prior knowledge • Create a demand for the skill, idea or concept by communicating why • Regulation breaks can occur anytime in the lesson, should be under 5 minutes and differentiated for student's needs • Link to authentic, real-world learning and purpose for learning	9
Explicit Teacher Modelling (5 mins) – pitched at benchmarked level • Demonstrate and instruct with the use of visual aids, manipulative materials and technology • The teacher shows and tells using hands on activities • The teacher scaffolds the learning through a worked example • The teacher directs the focus of the lesson and explicitly models the new skill, strategy, concept or understanding	2, 3, 4, 7, 8, 9
Whole Class Shared Activity (5 mins) • Students are encouraged to work together to problem solve and collaborate • Students support the teacher to work through an example	
Teacher Focus Group (15 mins) • The use of visual aids, manipulative materials, and technology • The teacher works with a small group of learners with similar skills • Students apply the new concept and skill at their ZPD (Visible Learning Goals) • Through questioning teacher seeks explanation and justification • Teacher uses questioning, rephrasing and gestures to highlight errors, self -corrections and monitor learning. **ES Focus Group (15 mins)** • Learning aligned to LI • The use of visual aids, manipulative materials, technology & games • ES reinforce prior learning • Use of SeeSaw Activities and online platforms (once a week) • ES redirect students thinking of concepts	3, 4, 5, 6, 7, 8, 9, 10
Independent Learning Group (15 mins which may occur at the same time as T/ES groups) • The use of visual aids, manipulative materials, technology & games, Mathletics, Mathseeds and online platforms are used to support learning	
Reflection & Feedback (5 mins) • Revisit Learning Intention and Success Criteria • Share Student Learning (SeeSaw) • Verbal Teacher-Student feedback of how they can improve • Set next steps for learning with students • Discuss/reflect student visible learning goals • Exit cards/slips/questions • Students articulate key strategies that supported their learning • Teachers make connections, question and challenge students thinking	1, 3, 7, 8, 9