



Appendix A

Key Principles for Effective Learning

(adapted from Peter Sullivan, 2011)

Learning Intention

Articulating goals: Identify key ideas that underpin the concepts you are seeking to teach. This must be clear for students to be able to respond to the following questions:

- What (curriculum) are you learning? Why are you learning this? Learning Intentions, and purpose of the learning. What are the connections to life?
- How are you doing? Success Criteria: Rubrics, Model Texts, Examples, Resources.
- How do you know? Feedback available from staff, peers.
- How can you improve? Learning goals, expectations in class, Bump it up walls, re-drafting, strategies, and reference tools.
- Where do you go for help? Evidence of Independent self-regulated learners.

Activate prior knowledge

Making Connections: Build on what students know including creating and connecting students with stories that both contextualize and establish a rationale for learning:

- Hook
- Relevance
- Real world connections
- Links to other learning areas
- Addresses cultural understandings

Explicit teaching

Fostering engagement: Utilize a variety of rich and challenging tasks that allow students time and opportunities to make decisions and which use a variety of forms and representation. Ensure there is evidence of Student voice and students taking responsibility for the learning

- Differentiation : interact with students questioning and challenging those who are ready
- Scaffolding
- Conferencing
- Chunking
- Multiple entry points
- Dialogic teaching

Formative Assessment

Structuring lessons: Adopt pedagogies (refer TfEL) and Dylan Wiliam's Big Five, that foster communication and both individual and group responsibilities. Promote their dialogue as learning opportunities:

- Ongoing throughout the learning
- Feedback that provokes thinking
- Checking for understanding
- Peer feedback

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

Conclusion

Promote fluency and transfer: Prompt transfer of ideas so that students can use knowledge and understandings flexibly to find solutions

- Summarizing the learning
- Exit questions