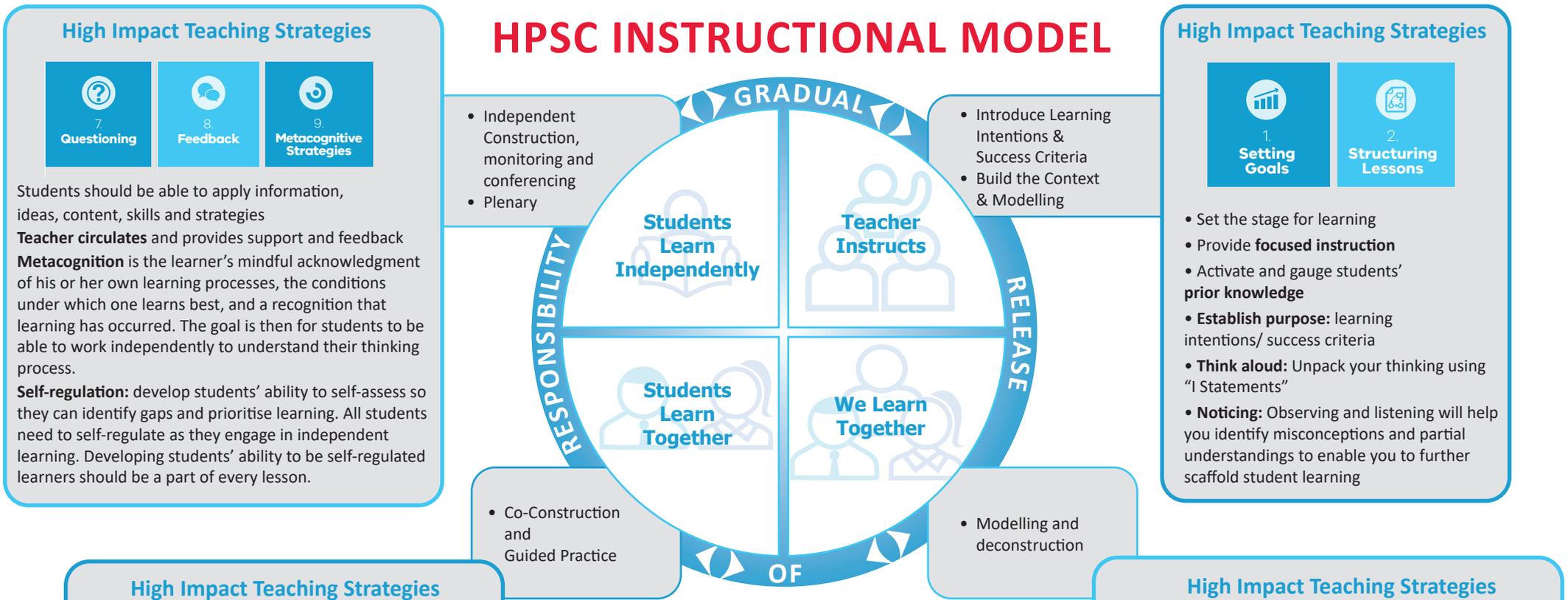


HPSC INSTRUCTIONAL MODEL



High Impact Teaching Strategies


 7. Questioning


 8. Feedback


 9. Metacognitive Strategies

Students should be able to apply information, ideas, content, skills and strategies

Teacher circulates and provides support and feedback

Metacognition is the learner’s mindful acknowledgment of his or her own learning processes, the conditions under which one learns best, and a recognition that learning has occurred. The goal is then for students to be able to work independently to understand their thinking process.

Self-regulation: develop students’ ability to self-assess so they can identify gaps and prioritise learning. All students need to self-regulate as they engage in independent learning. Developing students’ ability to be self-regulated learners should be a part of every lesson.

High Impact Teaching Strategies


 1. Setting Goals


 2. Structuring Lessons

- Set the stage for learning
- Provide **focused instruction**
- Activate and gauge students’ **prior knowledge**
- **Establish purpose:** learning intentions/ success criteria
- **Think aloud:** Unpack your thinking using “I Statements”
- **Noticing:** Observing and listening will help you identify misconceptions and partial understandings to enable you to further scaffold student learning

High Impact Teaching Strategies


 5. Collaborative Learning


 6. Multiple Exposures


 8. Feedback


 10. Differentiated Teaching

Collaborative learning: students are strategically grouped, and work differentiated.

Peer to Peer Co-construction through **teacher scaffolds** - during this stage students are expected to apply the skills and knowledge they have been taught and turn to one another for support and enrichment.

Conferencing
Circulate to monitor and evaluate student practice
Engages students in focused talk, questioning and individualised **feedback**.

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. This shift in responsibility occurs both within lessons and across the duration of a unit of work.

(Douglas Fisher & Nancy Frey, 2007)

The phases are not linear. They can be used in any order however every lesson should contain all four.

High Impact Teaching Strategies


 3. Explicit Teaching


 4. Worked Examples


 7. Questioning


 9. Metacognitive Strategies

Interactive/guided instruction; work together with students to show steps and complete task. Use of exemplars to show students what success looks like (Hattie)

Asking questions - Asking students to elaborate or to clarify their answers allows you to determine how to respond and how best to scaffold understanding

Prompts are hints or reminders that encourage students to do the work when they have temporarily forgotten to use a known skill or strategy in an unfamiliar situation. Prompts can be phrased as statements or question

Direct explanation: sometimes prompts and cues are not enough to resolve the errors and misconceptions that students have. When confusion lingers, the teacher needs to provide a direct explanation. This doesn’t mean just correcting students. It’s a matter of shifting guided instruction back into focused instruction.