Teaching for Impact

Teaching for Impact outlines what effective teachers believe, what they know, and what they do to have high impact on student outcomes.

Believe

Effective teachers believe they can unlock the learning potential of every student

Effective teachers believe they have the responsibility to evaluate the impact of their practice and seek to improve

Effective teachers believe in **inclusion and value student diversity**

Effective teachers believe **student wellbeing** and **engagement** are essential to student achievement

Effective teachers believe they share the responsibility for student success with schools, families and the broader community

Effective teachers believe in **equity and reconciliation**

Effective teachers believe in preparing students to become their own teachers and successful life-long learners

Know

Effective teachers know themselves
They are culturally responsive and critically reflect on their own cultural background, values and beliefs. They use this knowledge to respond to the diverse needs, backgrounds and experiences of all students.

Effective teachers know their students
They understand that students come from a diverse range of linguistic, cultural, religious and socioeconomic backgrounds who have varied strengths, interests and needs. They know how students learn and how to teach students to process, recognise, remember and transfer learning.

Effective teachers know the curriculum
They understand the Western Australian curriculum content and the knowledge, skills and understandings students need to master at each stage of learning. They know how to develop teaching and learning programs that address the learning needs of their students.

Effective teachers know what works best
They draw on a range of evidence-based instructional strategies, understand which have the greatest impact and when to evaluate the impact of their choices on student wellbeing, engagement, progress and achievement.

Do

Plan

Effective teachers place students firmly at the centre of quality teaching and learning

- plan to create a culturally responsive, safe, inclusive, and supportive **learning environment**
- **build a classroom culture** where students feel confident and challenged and are able to take risks in their learning
- partner with parents/carers, community and specialised services in **shared approaches** to teaching and learning
- respect and celebrate **student diversity** and personal strengths

- independently and collaboratively **analyse student data**
- cater for individual learning needs through **differentiated** learning and **a tiered approach**
- respond to the needs of **culturally and linguistically diverse learners**
- develop lessons that are **structured and sequenced** appropriately in small steps

- design programs consistent with **whole-school approaches and priorities**
- plan content with an awareness and practical understanding of **major learning theories** e.g. Cognitive Load Theory
- clearly understand what students should know and do at the end of the learning sequence

Teach

Engage
Effective teachers focus on creating the preconditions for positive learning

- clearly communicate a positive culture of **high expectations** for the achievement of all students
- identify and integrate **student strengths, interests, abilities and experiences**
- create a **child safe environment** where students develop a positive identity with learning and school
- have visible systems to promote positive behaviour, classroom management and **restorative approaches**
- provide opportunities for **student agency and voice**
- use **culturally responsive pedagogies** that build on the strengths of Aboriginal students
- use strong **relational skills** to build positive connections with students, families and the community

Instruct
Effective teachers differentiate to ensure students understand content and expected learning

- clearly communicate **learning intentions and success criteria**
- activate students' **prior knowledge**
- provide opportunities to **review previous learning**
- **explicitly teach** concepts, ideas, skills and strategies for learning
- provide **worked examples** that demonstrate to students the steps required to understand new content and skills
- use **scaffolds and frameworks** to support learning
- implement a **gradual release of responsibility**
- use **questioning** to enable frequent **checks for understanding**, opportunities for discussion and to extend student learning

Practise
Effective teachers enable students to consolidate the content and skills

- foster opportunities for students to develop **personal and social capability**
- provide opportunities and time for students to achieve mastery of content, skills and concepts
- utilise **multiple methods of learning** to review, practise and consolidate skills and processes
- provide students with explicit **feedback** to scaffold and plan the next steps in their learning
- employ **metacognitive strategies** that enable students to understand themselves as learners
- give students the opportunity to review, reflect and **set goals** for future learning

Apply
Effective teachers enable students to apply their knowledge and skills
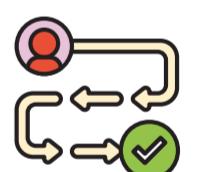
- empower **student agency and voice** to build self-efficacy and autonomy, and to be partners in their learning
- develop students' capacity to activate core content, knowledge and skills in contexts that require **higher order thinking** and deep learning
- use problem solving and **inquiry** to develop learners' capacity to be collaborative, critical, creative and innovative thinkers
- equip students with **work capabilities**
- expertly select and apply **technologies** to maximise every student's learning and progress
- support students to **transfer their learning** to new and original contexts and communicate their knowledge and understanding

Assess

Effective teachers assess student learning and teacher impact

- **design assessments** for learning (diagnostic and formative), of learning (summative) and as learning (self-assessment)
- design assessments that are educative, fair and reliable
- design assessments that are responsive to the developmental, cultural and linguistic backgrounds of students

- assess student performance using explicit criteria
- provide meaningful and timely feedback to students
- reflect on student outcomes to monitor impact
- make professional judgements about student learning to accurately report against the relevant achievement standards

- teach students how to interpret information from assessments
- **moderate** student achievement and progress with colleagues within and across schools, using data and other evidence
- demonstrate self awareness and problem-solving capabilities through **self-reflective practices**