Effective teaching principles: a framework for all learners

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What are the critical influences on student learning?

*Wang, Haertel and Walberg (1993)*
- psychological, instructional and home environment variable more impact

Effectiveness of classroom teacher that is most influential

*(Hattie, 2003; Sanders & Horn, 1998)*
‘it is the quality of pedagogy that most directly affects the quality of the learning’

(NSW Quality Teaching Framework)
Variables influencing learning ..

- General and special education research..

  number of opportunities that students have to respond to teacher directions and instructional materials strongly associated with learning and achievement

  (Brophy&Good, 1986; Reynolds, 1991, Greenwood, Delquadri and Hall, 1984)
How then do we define effective teaching?

- Providing maximum opportunities for all students to learn (Westwood, 1998)

- Providing the necessary learning environment and learning experiences that enable all students to learn through making meaning from experience. *(Education Qld, Dept of Ed., Tas)*
WHAT TEACHERS SAY ABOUT EFFECTIVE TEACHING?

WHAT DO EFFECTIVE TEACHERS DO?
Some recent ‘research’

- Safe, supportive environment
- Humour, flexibility, consistency
- Feedback- specific praise
- Relevant and meaningful learning experiences
- Provide the necessary supports and prompts
- Stimulating and interesting learning activities
- Focus on engaging and challenging the student
- High expectations
- Use a range of strategies e.g. visual supports
What do effective teachers do?

Westwood, 1998, Brophy & Good, 1986, NSW Quality Teaching Framework, Education Queensland, Department of Education Tasmania

- Create a **supportive climate** in which students feel comfortable asking questions and contributing to lessons, without embarrassment or fear of ridicule.

- Design lessons that students are **actively involved** in and provide **frequent opportunity to provide instruction** on targeted concepts and knowledge.

- Provide instruction to ensure **student achievement** – adjusting the **difficulty** of their presentation, learning tasks and assessment tasks to match level and needs.
- Systematically present new knowledge, concepts by linking new information, focusing on background knowledge and reviewing previously mastered skills and knowledge.

- Ensure that learning is significant and relevant to the needs of students.

- Provide immediate, specific and constructive feedback to students.
Effective teaching: framework for all students

Builds on earlier work by McDonnell
- ‘foundational’ and ‘student specific’ strategies
  (McDonnell1998)

Reflects

- Student centred learning approach – differentiation
- Understanding of adjustments and accommodations to support learning and participation (Education Standards, 2005)
Tension between curriculum and student centred ..

- **Curriculum centred** – same curriculum content to all students and uses instructional and assessment methods that are geared to common needs of student

- **Student centred** – teaching is only effective when curriculum content and instructional approaches are continuously tailored to individual needs of students. If student does not learn – teacher ‘makes modifications to ensure success (based on theories of applied behaviour analysis – special education)
- **Curriculum centred**: Strong criticism of this approach by leading researchers in primary and secondary education.

- **Student centred - Differentiation**: catering for diverse learners in classrooms.
Curriculum differentiation

- “is not a strategy- it’s a total way of thinking about learners, teaching and learning” (Tomlinson, 2000)

- “tailoring teaching environments and practices to create appropriately different learning experiences for different students” (Farmer, 1996)
Differentiation- based on three beliefs

- Everyone learns differently – understanding of the implications of a student’s disability / additional needs on their learning

- Quality is more important than quantity (e.g. significance trumps coverage)

- A “one size fits all” curriculum presumes that content is more important than the students
Answering these questions

- In the content you must teach – what is it you want all of your students to know? (all, most, some)

- How can each student best learn this in ways that are appropriate to his / her specific needs?

- How can each student most effectively demonstrate what he / she has learned? (Bravmann, 2004)
Elements of differentiation

- Content
- Teaching strategies
- Assessment
- Learning environment
Adjustments

(Ed. Standards, 2005)

Adjustments - 'measures or actions taken to enable a student with a disability to participate in:

- teaching / learning activities
- assessment tasks
- school/ class activities and programs
What determines the adjustments needed?

What determines the differentiation required?
Knowledge of the learner

Knowledge of appropriate strategies and supports ‘evidenced based, current best practice’

Challenging behaviours

Language impairment

Severe and multiple disabilities

Chronic health / medical needs

Gifted and talented

Learning difficulties
Student specific

- Providing the learning supports, adjustments and accommodations that students with additional needs require to enable learning and participation
Effective teaching
Providing maximum opportunities for all students to learn

Effective teaching principles- ‘foundational’- all students

• Supportive climate and learning environment

• Frequent opportunities for instruction with students actively engaged in learning

• Instruction, learning tasks and assessment ensure student achievement

• Presentation of new knowledge linked to known, focus on background knowledge, and review of learned / mastered skills and knowledge

• The learning is significant and relevant to the needs of students

• Immediate, constructive and specific feedback is provided
In my classroom …

What does this look like?

What do I need to do?

‘Student specific’
For students with additional needs – are there additional supports/ accommodations/adjustments required?