

## EVALUATE *the impact of teaching*

- Evaluate the impact of teaching on student achievement and success
- Review the climate of the class
- Evaluate the invitation to learning experienced by students
- Collect students' feedback on the impact of teaching
- Evaluate from a curriculum perspective

## FOCUS *on learners and their learning*

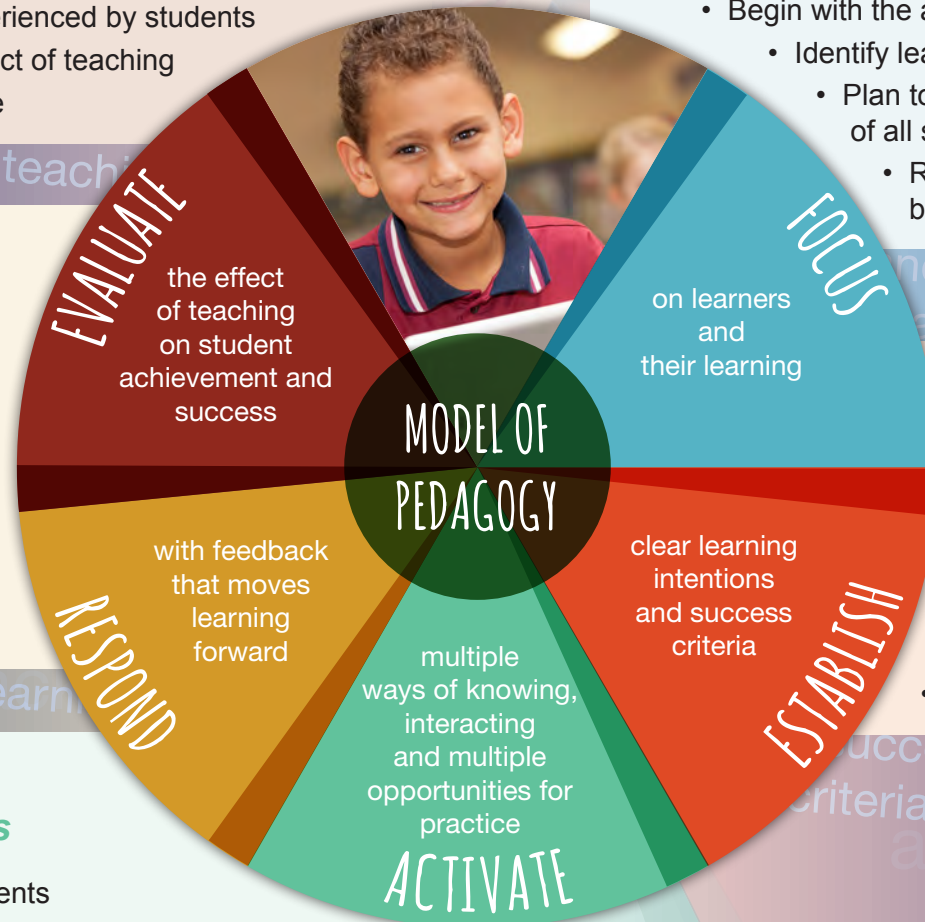
- Identify progress, prior achievement and development of learners and their learning
  - Begin with the approved curriculum
  - Identify learners' levels of thinking
  - Plan to accelerate the cognitive levels of all students
  - Recognise the attributes students bring to the classroom

## RESPOND *with feedback that moves learning forward*

- Provide students with progressive feedback about their ongoing progress towards the learning intentions and success criteria
- Use different levels of feedback
- Explicitly teach peers how to give accurate and appropriate feedback to one another

## ACTIVATE *multiple opportunities*

- Establish positive classroom environments
- Activate and evaluate student involvement in ongoing responsive cycles of learning and teaching
- Teach multiple ways of knowing, interacting and opportunities for practice
- Teach explicitly and differentiate to move each student's learning forward towards the success criteria



## ESTABLISH *clear learning intentions & success criteria*

- Create and make clear and visible the learning intentions
- Use the curriculum to create and make clear and visible the success criteria
- Establish learning goals with all students



**Brisbane  
Catholic  
Education**

teaching • challenging • transforming

## EVALUATE *the impact of teaching*

- Evaluate the impact of teaching on student achievement and success
- Review the climate of the class
- Evaluate the invitation to learning experienced by students
- Collect students' feedback on the impact of teaching
- Evaluate from a curriculum perspective

## FOCUS *on learners and their learning*

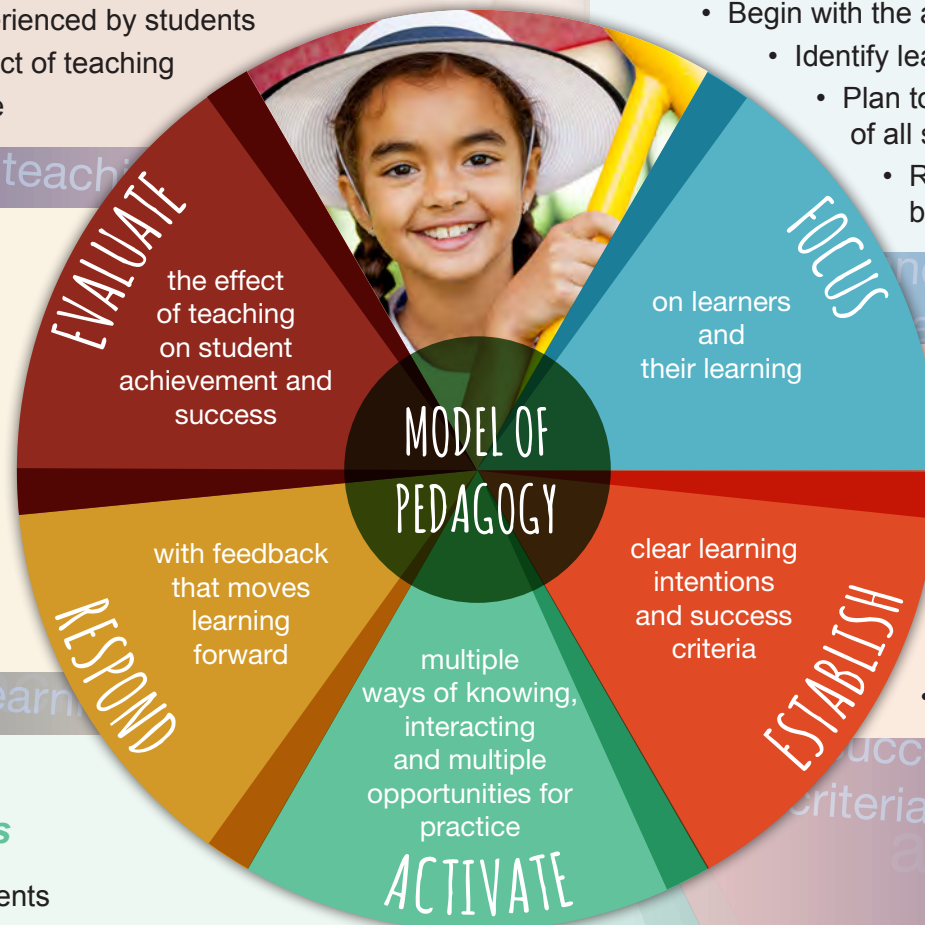
- Identify progress, prior achievement and development of learners and their learning
  - Begin with the approved curriculum
  - Identify learners' levels of thinking
  - Plan to accelerate the cognitive levels of all students
  - Recognise the attributes students bring to the classroom

## RESPOND *with feedback that moves learning forward*

- Provide students with progressive feedback about their ongoing progress towards the learning intentions and success criteria
- Use different levels of feedback
- Explicitly teach peers how to give accurate and appropriate feedback to one another

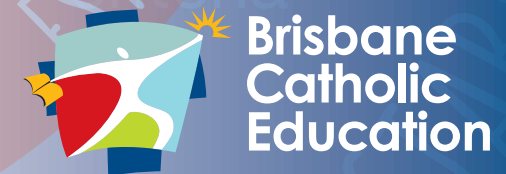
## ACTIVATE *multiple opportunities*

- Establish positive classroom environments
- Activate and evaluate student involvement in ongoing responsive cycles of learning and teaching
- Teach multiple ways of knowing, interacting and opportunities for practice
- Teach explicitly and differentiate to move each student's learning forward towards the success criteria



## ESTABLISH *clear learning intentions & success criteria*

- Create and make clear and visible the learning intentions
- Use the curriculum to create and make clear and visible the success criteria
- Establish learning goals with all students



teaching • challenging • transforming