

Explicit Teaching

Gradual Release of Responsibility

Student
Teacher

Activate prior learning/ Build field knowledge

Present, explain and discuss the learning intention & the success criteria

When: Teacher's activates students' prior knowledge, language and experience

How: Build students' knowledge of the field by explicitly teaching the language associated with the task. This includes both 'social' and 'academic' language

Why: Students' understanding of the learning context and the vocabulary is essential to access and understand the explicit teaching that will follow in the following phases

Model and deconstruct

Model the learning intention and the success criteria

When: Teachers deconstruct the model using clear, scaffolded explanations.

How: Provide and deconstruct models and/or graphic organisers to represent the language, thinking and organisational strategies

Use 'think alouds' to explicitly model the strategies and language used when deconstructing the model.

Why: A shared metalinguage needs to be developed and gradually built up to enable participation, access and engagement in later phases

Joint construction

Model the learning intention and the success criteria

When: Teachers scaffold students' partial responses into complete ideas.

How: Model the thinking and organisational strategies that are required to demonstrate the knowledge/skill

Why: The vocabulary and metalinguage introduced in the earlier phases is further consolidated and contextualised during joint construction. This language is essential for engagement in remaining phases.

Supported practice

Model the learning intention and the success criteria

When: Teachers provide task oriented feedback.

How: Listen to how students talk about the task, watch how they work and probe into their thinking using prompts. Prompts encourage the student to think deeply about their performance and apply the feedback to demonstrate the success criteria.

Why: Students develop their proficiency by registering the task orientated feedback and then refining their practice.

Independent practice

Assess the learning intention against the success criteria

When: Students independently apply their learning to new individual or group tasks.

How: Any feedback in this phase must place responsibility on the student to improve and correct their work

Why: Through practice students develop their automaticity, fluency and comprehension strategies to complete a related task

Share and reflect

Students monitor and assess their own capability to demonstrate mastery

When: Teachers provide explicit feedback to students about their performance against the success criteria

When: Students and groups share their strategies and insights

How: Students reflect on their performance against the success criteria

Why: Students connect their next learning steps to current performance

Assessment for learning

Assessment for learning

Assessment for learning

Assessment for learning

Assessment of learning

Assessment as learning

Build the field

I do, you watch

I do, you help

You do, I help

You do, I watch
(mastery)

Review

What do my students already know? What do they need to know?

John Fleming Explicit Teaching Model

Brian J. Caldwell, Jim M. Spinks



John Fleming Explicit Teaching Model:

Towards a Moving School John Fleming, Elizabeth Kleinhenz, 2007 The Educational Leadership Dialogues series creates a bridge between educational research and practice and provides resources that support educational leadership The series teams up researchers and experienced school principals to write short evidence based practical guides on topics of significance while engaging in a rich dialogue about practice and research School Reform in an Era of Standardization Ian Hardy, 2020-12-29 School Reform in an Era of Standardization explores how teachers and school based administrators navigate the processes of accountability and standardization in schooling systems and settings It provides clear insights into how the work and learning of teachers and students in schools have been dramatically reconstituted by increased pressures of external political scrutiny and accountability The book reveals in detail the nature and effects of standardization processes upon schools and schooling systems Specifically it shows how curriculum development teaching and assessment practices have all been recalibrated under conditions of increased external scrutiny of teacher and student work and learning and how such processes are manifest in curriculum dominated by attention to literacy and numeracy more scripted pedagogies and standardized testing However the research not only elaborates the detrimental effects of such processes but also how those responsible for educating in schools teachers heads of curriculum deputy principals and principals have responded proactively by interpreting interrogating and challenging these conditions In this way it provides resources for hope evidence of what are described as more authentic accountabilities and at the same time it provides a clear portrait of the difficulty of fostering substantive curriculum teaching and assessment reform during an era of increasingly reductive accountability processes It will be an invaluable resource for understanding and enhancing practices in schools and school systems in the decades to come and for giving hope to educators in the ongoing work of rebuilding trust in public education **Improving Schools Using Systems Leadership** Ian Macdonald, Clive Dixon, Tony Tiplady, 2019-06-26 It is easy to underestimate the impact that school organisation has on the behaviour effectiveness engagement and creativity of the teachers staff and students who work within it It also has a marked effect on the well being of staff members and how families and the community relate to the school Attempts to improve school organisation are often short term initiatives that only cover only one or two aspects of what it takes to organise a school effectively Improving Schools Using Systems Leadership in contrast provides those involved in the design and delivery of educational services with a coherent and easy to follow framework to help run an effective organisation Based on theory real data on education improvements at school and regional level and case studies this book demonstrates how Systems Leadership can be used to improve school organisation It integrates models of leadership teamwork capability structure and systems to help make them more effective in improving the learning outcomes of students and also sustain this improvement over time This book explains how Systems Leadership can and has been applied in schools to bring clarity to the purpose structure and systems within a school and have a major impact on its

success As such it is an essential text for school leaders and managers looking for practical tools to help improve the working lives of the people within their organisation and hence their effectiveness Aboriginal and Torres Strait Islander Education Kaye Price, Jessa Rogers, 2019-08-26 Includes access to the ebook which features additional learning activities suggested responses and interactive elements **Harnessing the Science of Learning** Nathaniel Swain, 2024-10-25 Drawing together the worlds of classroom practice school leadership and scientific research this is an essential how to guide for initiating and maintaining a school improvement journey based on the science of learning What we now know about learning and teaching is vast yet often wading through the thousands of articles and books on this subject can leave even the most seasoned educator overwhelmed This guide instead offers a distillation of key understandings for teaching literacy mathematics curriculum and implementation to launch your school improvement work **Harnessing the Science of Learning** also features contributions from thought leaders across the fields of learning sciences and educational practice Pamela Snow Tanya Serry Zach Groshell Reid Smith Toni Hatten Roberts Simon Breakspear Katie Roberts Hull David Morkunas Steven Capp Shane Pearson and Eamon Charles This book illustrates practical ways to harness this knowledge using a series of exemplary school case studies These insightful narratives of transformation are interwoven with summaries of powerful teaching practices forming a roadmap to drive improvement In this volume you will learn how even discrete changes in a school can have marked impacts It is suitable for those already versed in such principles as well as anyone curious to plunge into what the science of learning has to offer **The Self-Transforming School** Brian J. Caldwell, Jim M. Spinks, 2013-07-18 The Self Transforming School combines an insightful meta analysis of factors contributing to the success of schools and an examination of powerful mega trends that are shaping developments in education to offer the first mega analysis in education policy and practice The book spans fifty years beginning with Caldwell and Spinks ground breaking work The Self Managing School which advocated innovative approaches that are now accepted as preferred practice before offering a prognosis and plan for the future The book argues that all schools in all settings can secure success for all students in an era where society and the economy are changing constantly and dramatically Although schools find some support in local and global networks externally designed re structuring re staffing or command and control direction isn t sufficient to achieve transformation Instead of replicating particular approaches to achieve modest improvement leadership of the highest quality needs to be deeply embedded in schools and their systems Caldwell and Spinks propose three important points that need to be taken into consideration schools are often at different stages of self transformation self transformation requires a high level of professionalism and must include teacher education and on going professional development funding is critically important and efforts to build a capacity for self transformation are constrained by what is available The book gives particular attention to developments in Australia Brazil Canada England Finland Hong Kong India New Zealand Shanghai Singapore and the United States It will be of key interest to school leaders policy makers and academics and postgraduate

students engaged in research on equity student performance in highly disadvantaged settings and education policy

Re-Imagining Educational Leadership Brian Caldwell, 2006-11-18 If one is concerned with the future of education this book is a must While it is humbling it is also an inspirational invitation for transformation Florida Journal of Educational Administration Policy It is clear that school leadership has had to adapt to the changing educational climate and this has required changes at all levels as well as shifts in balance This book addresses these challenges and demonstrates a variety of illustrative examples of how successful these changes can be This is a useful primer for those studying leadership in schools and some of the associated theories and practice There are wide and well considered references across the educational and management landscape and it provides thought provoking views on how leadership can be practised ESCalate The fact that we know you are watching Brian helps all of us both to perform well in the present and to invent a future in which we perform better still I commend Brian's writings to anyone committed to world class public education Professor Sir Michael Barber Expert Partner Global Public Sector Practice McKinsey and Company Former Head of Prime Minister's Delivery Unit at 10 Downing Street In Re-imagining Educational Leadership Brian Caldwell has set an outstanding framework for school leaders and educators to fundamentally rethink schools and school leadership The book is very perceptive and links ideas and concepts to the practical reality of schools in an inspiring and imaginative way This is a must read book for all those involved in developing inspiring leadership in our schools This is a major contribution to the educational literature Professor Brent Davies Professor of International Leadership Development at the University of Hull Brian Caldwell has successfully brought together an analysis of past and current practice in leadership but most significantly he has outlined key thoughts ideas and perspectives to inspire leaders in their personal learning journey in the future This book will become one of the key sources of ideas for leadership in schools over the next few years It is both accessible and thought provoking while never losing the practical relevance to schools and school leaders This is a must read for all those involved in educational leadership and 21st century schooling International Journal of Educational Management We do not know the precise form that education will take in different settings in 25 years time No one does No one should claim to have this foresight Leadership is required however regardless of the form that education takes In this book Brian Caldwell draws on his work on self-managing schools his most recent work in the UK with the Specialist Schools and Academies Trust and on evidence from around the world to describe how leadership is changing the world of education on a scale that can best be described as transformation Such leadership differs in important ways from what has been expected in the past it requires a change in role at all levels and shifts the balance from what is often a dispiriting and discouraging experience to one that is exhilarating The author's insight and recommendations are essential reading for all school leaders potential school leaders and policy makers at local and national levels who seek to secure high levels of achievement for all students in all settings About the author Brian J Caldwell is Managing Director of Melbourne based Educational Transformations and Professorial Fellow at the University of

Melbourne where he served as Dean of Education from 1998 to 2004 He is Associate Director Global of International Networking for Educational Transformation a project of the London based Specialist Schools and Academies Trust Brian is internationally known as an expert in educational leadership Awards include the Gold Medal of the Australian Council of Educational Leaders the Hedley Beare Educator of the Year Award Victoria and the College Medal Australia of the Australian College of Educators **Transforming Troubled Lives** John Visser, Harry Daniels, Ted Cole, Chris Forlin, 2012-04-19 Contains papers and discussions of the third International Conference of SEBDA in 2010 at Keble College Oxford UK This title describes and critically examines strategies and interventions in meeting the educational and well being needs of the children and young people *Children's Knowledge-in-Interaction* Amanda Bateman, Amelia Church, 2016-10-25 This book is a collected volume that brings together research from authors working in cross disciplinary academic areas including early childhood linguistics and education and draws on the shared interests of the authors namely understanding children s interactions and the co production of knowledge in everyday communication The collection of studies explores children s interactions with teachers families and peers showing how knowledge and learning are co created constructed and evident in everyday experiences **An Intercultural Approach to English Language Teaching** John Corbett, 2022-03-02 This is a thoroughly revised updated and expanded edition of a practical introduction to intercultural education for teachers of English as a second language It provides a concise summary of the intellectual and pedagogical traditions that have shaped intercultural language education from ethnography to critical pedagogy and cultural studies The book offers clear illustrations of the practical impact of these traditions on curriculum design classroom activities and assessment As well as addressing developments in the field since the publication of the 1st edition this new edition also reflects on the impact of online resources for English language education The book continues to make a powerful case for developing intercultural as well as linguistic competences and will remain invaluable reading for English language teachers across the world

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