## EXCELLENCE IN TEACHING AND LEARNING – Evidence-based high-impact strategies

**Definition:** Evidence-based education is an approach where the methods used are based on significant and reliable evidence. It aims to apply the best available evidence, gained from scientific methods, to educational decision making. While every school is at a different stage of development and operates within a unique context and with a diverse student cohort and staff profile, there is a substantive evidence base about the common teaching practices that have the greatest impact on student outcomes. A number of pedagogical strategies have been found to have a high impact on student learning. A potential problem with trying to reduce effective teaching to individual strategies is that the whole may be greater than the sum of its parts. It is important that teachers use these strategies as a way to improve learning but also consider how they can be used in combination with each other. Professional learning is crucial to sustain authenticity, quality and consistency of practice.

The Essential Elements underpin FISO and provide a foundation for school improvement. They are evident (indicated by green shading) at the Evolving stage and are further articulated in the Embedding and Excelling stages in some dimensions.

| Essential Element 1 | Documented curriculum plan, assessment and shared pedagogical approaches |
| Essential Element 2 | Moderation of common student assessment tasks |
| Essential Element 3 | Explicit use of evidence-based school improvement strategies and teacher professional practice activities |

### Emerging

- Teachers have a collective belief that strong learning growth for all students is enabled by evidence-based pedagogical practice.
- Teachers enhance students’ self-efficacy and self-esteem as learners by tailoring challenges to meet the learning stage and readiness of each student.

- The school has a clear focus on excellence in teaching with high expectations that students can meet appropriate challenges.
- All teachers expect that every student will make at least 12-month’s growth in a school year, regardless of their starting point.
- Teachers engage students in learning and develop students’ self-regulation, enhanced self-efficacy and self-esteem as learners.

### Evolving

- Teachers have opportunities to observe skilled colleagues, trial and review new strategies, receive feedback and focused coaching to support changes to their practice.
- Teachers continue to expand and refine a repertoire of high-impact strategies that are integrated into their daily practice, and these are shared with colleagues.
- Building knowledge and skills in the use of agreed high-impact strategies is referenced in teacher Performance and Development Plans.

### Excelling

- Teachers demonstrate and apply current pedagogical knowledge, which develops high-order thinking and metacognition to extend all learners.
- Teachers have a deep understanding of their teaching and the effect it has on student learning.
- The school has internal capacity to update understanding and practice of high-impact strategies and identifies and seeks external expertise when required.

### Professional Learning Communities

Professional learning addresses teacher knowledge of evidence-based high-impact strategies.

| Professional Learning Communities |

- The school provides opportunities for teachers to observe and discuss best practice teaching. There is a shared language to describe agreed high-impact strategies.
- Teachers select and trial agreed new strategies in their own classrooms.
- Teachers identify high-impact strategies as a focus for learning and development in Performance and Development Plans.

### The school develops teacher knowledge of high-impact strategies

- Teachers have opportunities to observe skilled colleagues, trial and review new strategies, receive feedback and focused coaching to support changes to their practice.
- Teachers continue to expand and refine a repertoire of high-impact strategies that are integrated into their daily practice, and these are shared with colleagues.
- Building knowledge and skills in the use of agreed high-impact strategies is referenced in teacher Performance and Development Plans.

### The school implements consistent and sustained high-impact teaching strategies

- Teachers can identify their own pedagogy. They share challenges reflect on practice and share self-assessment and feedback with some trusted colleagues.
- Teachers are committed to improving their practice and actively seek feedback and support from each other.
- Professional Learning Communities support individuals in making incremental changes to their practice.

### The school monitors and evaluates its practice

- Teachers use student data to tailor their teaching and preference appropriate high-impact teaching strategies.
- They work through the FISO Improvement Cycle to evaluate the effectiveness of teaching informed by student learning growth and student feedback. The leadership team works through the FISO Improvement Cycle to evaluate the effectiveness of high-impact teaching strategies on school improvement.

### Embedding

- Teachers have a collective belief that strong learning growth for all students is enabled by evidence-based pedagogical practice.
- Teachers enhance students’ self-efficacy and self-esteem as learners by tailoring challenges to meet the learning stage and readiness of each student.

### Excelling

- Teachers demonstrate and apply current pedagogical knowledge, which develops high-order thinking and metacognition to extend all learners.
- Teachers have a deep understanding of their teaching and the effect it has on student learning.
- The school has internal capacity to update understanding and practice of high-impact strategies and identifies and seeks external expertise when required.

### In Professional Learning Communities, teachers engage in challenging and supportive conversations that stretch their learning and build professional resilience and confidence.

- The leadership team builds a culture that supports improving the quality of teaching across the school and maintains an inquiry cycle.
- Individuals and teams are open to critically evaluating their practice in a culture of trust and with a strong sense of collective efficacy – a belief that teachers are jointly responsible for ensuring the success of all students.

### School leaders work with teachers to evaluate the effectiveness of high-impact teaching strategies to refine curriculum, pedagogy and programs, and plan for further improvement.

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