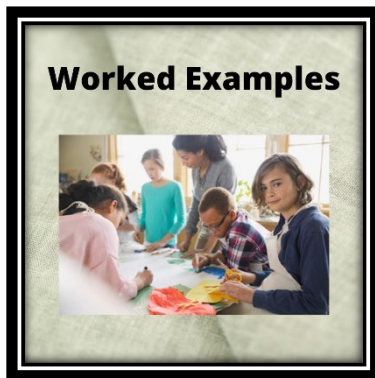
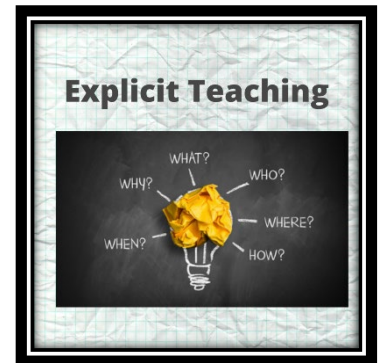
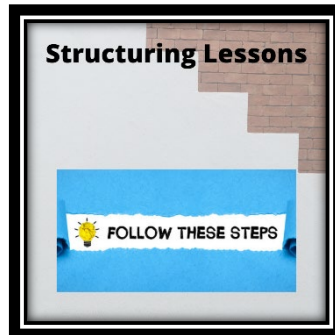


High Impact Teaching Strategies – Tips for English as an Additional Language/Dialect (EAL/D) Teachers



By Boney Nathan
Author, Educator, Presenter, EAL Consultant

High Impact Teaching Strategies (HITS) # 1 – Setting Goals

By Boney Nathan

Author, Educator, Presenter, EAL Consultant

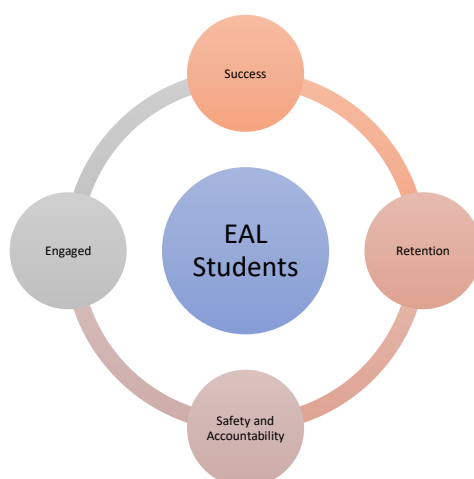


Every lesson in the classroom needs to begin with clear learning intentions or goals. These goals clarify what success looks like. They are usually linked to our teaching and learning activities and students demonstrate their new insights by fulfilling the learning objectives or purposes. These goals usually begin with phrases such as “At the end of the lesson, students will be able to/demonstrate/write and so on.” However, let’s take a step back and think about what this should look like in an EAL classroom.

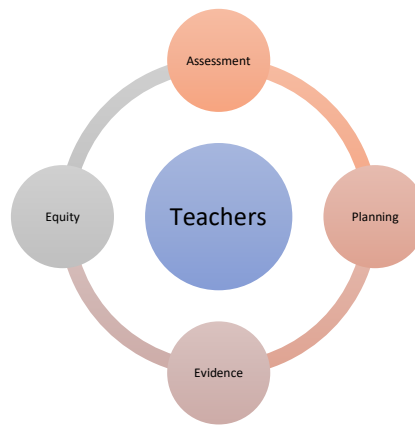
It is crucial we begin with the mindset that in an EAL classroom, we are teaching SKILLS, not TEXTS. So, what would our learning intentions reflect?

Student Friendly Language	We can replace “students will” with “I will”
Explicit	I will complete/write/draw/read/ ...how many.... sentences/paragraphs/problems...by....
Simple	Using familiar words and phrases
Achievable	Ensuring that our students can achieve success by the end of the lesson/week...
Linked to tasks	Do the lesson activities/ tasks support the success criteria?
Alternatives	Considerations for our EAL students who are unable to read – could we present pictorial learning intentions?
Differentiated	Linking our learning intentions to our students’ abilities, current progress, and personal goals

How do clear EAL learning goals help?



Clear and explicit lesson goals or intentions allow EAL students various opportunities to demonstrate their learning and experience success in the classroom. They also support retention of new skills and create a balance between safety and accountability during learning.



Teachers presenting explicit EAL learning intentions are able to gather substantial evidence about their students' progress. This allows us to plan the focus of our next lesson and enable our EAL students to advance according to their individual needs and abilities. On top of that, we are providing ongoing mini formative assessments in our daily lessons. Most importantly, we are creating an equitable and inclusive environment in our classrooms.

The next time we are planning our EAL lessons, let's be mindful that our learning intentions reflect all the criteria we have discussed here. Every child deserves an education and every EAL student deserves to progress at their own pace.



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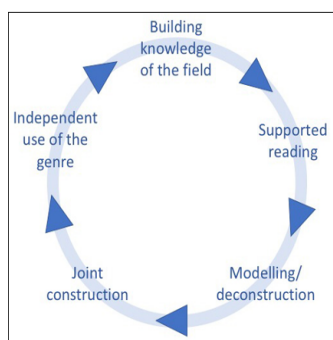
High Impact Teaching Strategies (HITS) # 2 - Structuring Lessons in the EAL Classroom

By Boney Nathan

Author, Educator, Presenter, EAL Consultant

A lesson structure includes the planned sequence of teaching and learning activities that will occur during a classroom session. It will provide a clear map of all the tasks and activities that the teacher and their students will undertake in order to successfully demonstrate achievement of the learning intentions.

In an English as an Additional Language (EAL) classroom, there is an extra layer of accountability for the teacher to increase equity and transparency in order for students to experience similar success rates as their non-EAL peers.



A good place to start is the Teaching and Learning Cycle (Derewianka & Jones, 2016). This is a continuous cycle that we can spread over a whole unit of work by focussing on one or two areas in individual lessons. We can use this cycle to teach any curriculum area for any year level. In an EAL classroom, “building the field” is an important area of focus. This area helps us extract what our students already know, and fill in the language and vocabulary gaps that will add to their acquisition of new skill sets.

We can revisit this process throughout our unit. Moreover, we can use the cycle to plan our lessons following the “**I DO**” (Teacher instructions, modelling, and deconstruction of genre), “**WE DO**” (Joint construction using scaffolds), and “**YOU DO**” (Independent work) structure. In an EAL lesson, we need to add as many resources and activities as possible to each stage to ensure that students get multiple ways of practising and applying their skills.

This table adds more clarity and suggestions on how we can add EAL pedagogies within our existing lesson plans.

Structuring a lesson includes	Non-EAL	How we can add EAL Pedagogies
	Learning purpose and success criteria of the lesson.	Using verbs from Bloom’s Taxonomy.
	A planned sequence of all the tasks that the teacher and their students will complete.	Differentiated – easy to more complex.
	Scaffolds that will be provided to support students achieve success.	Explicit and step-by-step.
A well-structured lesson provides	A clear road map of everything that will happen in the lesson.	What will happen before, during, and after.

	A short formative assessment to gauge student engagement and grasp of skills.	Differentiated – easy to more complex.
	Reinforcement of routines.	Recycle – Reuse – Repeat
	Scaffolds and activities that support students to achieve the learning purpose.	Comprehensible Input
A successful lesson structure consists of	Explicit purpose and instructions.	Student friendly language – e.g. I will be able to
	A strong focus on student engagement by sequencing their learning.	Embed cooperative learning strategies to create a balance between safety and accountability.
	Clear transitions and exit strategies .	Instructions have clear “when”, “who”, and “what”.

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References

Department of Education and Training (31 March 2021) [The Teaching and Learning Cycle: Integrating Literacy and Subject Knowledge](#), State Government of Victoria, Australia, Accessed 8 June 2022.

Derewianka B, Jones P (2016) *Teaching Language in Context*, 2nd ed, South Melbourne, Victoria, Oxford University Press.

Theme:		Genre:		Time frame:		
Curriculum link:						
Number of students:		Age Range:		Level: Beginner () Intermediate () Advanced ()		
Main language of students:						
Notes of possible Home Language interference:						
Explicit Objective/s:						
New or difficult Vocabulary – Notes on how these are going to be simplified or taught. They need to go onto and stay in a visible word bank throughout the teaching of the theme.						
Time	What are we doing?	Teacher activity	Check for Understanding	Student Activity	Resources	Cooperative Learning Strategy
	Introduction - Lesson Objective/s to be shared with students - Previous knowledge					
	New knowledge - Link to previous knowledge - New vocabulary					
	Modelling I do					
	Scaffolding We do - Opportunity to have guided practice - Teacher/Peer feedback					
	You do - Independent or small group practice					
	Plenary - Recap - Review - What next?					

High Impact Teaching Strategies (HITS) # 3 – Explicit Teaching

By Boney Nathan

Author, Educator, Presenter, EAL Consultant



According to Hattie (2009) direct instruction has the effect size of 0.59. An explicit lesson should clearly demonstrate:

- WHAT students need to do
- HOW they are going to do it

In an explicit lesson, both the teacher and students have a clear pathway of the steps that are involved in achieving success. We need to create numerous opportunities during the lesson to help our students get a lot of practice before they actually complete the work linked to the purpose of the lesson.

It is up to us to make the lesson explicit as it is the teachers who make decisions on learning intentions and success criteria. It is not the students' jobs to discover, construct, and decide what they need to do. The teacher then ensures that these are clear and transparent so there is no ambiguity for the students.

The aim here is to sequence the lessons in step-by-step sequential and systematic instructions to give our students multiple chances to practise. This provides them opportunities to grasp, apply, and refine what they are learning before they attempt the final piece of work.

In an EAL classroom, explicit teaching would be the norm rather than the exception. It is a crucial element if we want our EAL students to experience success in the classroom.

We can create explicit lessons in an EAL classroom by checking that we are:

- Ensuring that the lesson is differentiated at every step
- Sharing good examples of what we would like the students to produce
- Allowing time for students to practise and apply what have learnt
- Providing continuous and explicit feedback so they can improve on their work
- Allowing students to monitor their own work
- Using simple and clear language
- Providing clear scaffolding
- Modelling the process clearly
- Celebrating small successes
- Building up small, simple tasks to achieve the end product
- Allowing time for reflection and discussion
- Allowing time for small group and pair work to provide additional support
- Using simple editing tools

We can measure the success of an explicit lesson when our students are able to explain and provide examples of our expectations clearly.

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Hattie J (2009) *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement*, Milton Park, UK, Routledge.

High Impact Teaching Strategies (HITS) # 4 - Worked Examples

By Boney Nathan

Author, Educator, Presenter, EAL Consultant



On a surface level, worked examples is a term that is used to define the samples of the tasks we are asking our students to complete. Digging deeper, it is not just an example of the final piece of work but rather explores all the possible steps students can take to achieve success. We can do this by annotating, highlighting, and deconstructing the worked example. This will give our students a wide spectrum of concepts and processes that they need before completing the task. Worked examples need to be achievable so students are able to use them without depending too much on teacher instructions.

What do worked examples do?	How can we adapt for our EAL students?
Reduce cognitive load - students will not need to remember every single step.	Introduce one or two steps at a time. Wait for students to gain confidence before introducing the next step.
Provide students with all the steps they need to complete a given task.	Have clear and simple instructions. Ensure that the steps are clearly numbered. Deconstruct with students. Move from easy to more complex activities.
Help students focus on the skills and processes needed to experience success.	Focus on one skill or process at a time. Celebrate small successes to keep students motivated.
Allow space for students to complete the mini tasks or explore various solutions rather than just concentrating on the end product.	Give additional time. Allow small group guided discussions. Allow home language discussions.
Help students envision, edit, and produce work that is of a higher standard.	Ensure that the worked example is easy to read and understand. Allow time for discussions and questions around the worked example.
Visually or auditorily demonstrate how to achieve the success criteria that has been set for the task.	Make sure that the worked example is not too condensed or difficult to read, watch, or listen.

We can monitor our students' progress through targeted mini formative assessments. This may allow us to extend their capabilities by gradually adding on more complex skills and processes. The aim is to pave the way to student autonomy and independent practice. Worked examples can be slowly phased out as our students gain confidence and become more proficient.

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Primary School - Beginner Level - Simple Procedure

Pancakes	Title
1. Sift the flour into the bowl.	Verbs at the beginning of the sentences.
2. Break the eggs into the bowl.	Numbers make it easy to follow step-by step.
3. Pour the milk.	Capital letters and full stops.
4. Mix the ingredients with a spoon.	
5. Cook the pancake.	
6. Cut and squeeze lemon juice over the pancake.	
7. Sprinkle some sugar on the pancake.	
8. Serve and enjoy .	

High School Advanced Level - Comparative Analysis

At the core of both texts, belonging is an important theme that runs across <i>Slumdog Millionaire</i> and the poem 'Moving House' by Thazhe Raghuram. Central to both texts, the search for identity and belonging directs the actions, decisions, and emotions of the protagonists.	Topic Sentence Comparative metalanguage
In the film, the brothers Jamal and Salim felt a sense of belonging when they were living in the slums. They had routines, friends, a mum, and now and then, a celebrity visitor. Danny Boyle depicts this at the beginning of the movie by showing them running around the slum, comfortable around the garbage piles, and tin homes, barefoot and laughing, while the police are chasing them. Boyle also uses a long shot to zoom out to illustrate the massive size of the slum world where Jamal and Salim live in harmony with their surroundings, feeling safe and happy. Boyle creates this longing for home when we see Salim and Jamal sitting on the top floor of an unfinished building and looking down at where they used to live. 'That used to be our slum,' Salim remarks, pointing down at the development below. Likewise, Raghuram talks about how our memories of our homes cannot be discarded even when we move multiple times. He says, 'They cling to your consciousness like persistent scars'. Raghuram explores this sense of belonging further when he writes about being 'the same soul in new incarnations.' He talks about how we restart and make 'a fresh web of memories' in our new setting and 'face the sun and the wind and the sky from a different angle and vision', creating images for the reader of a new outlook and life in a different home. Raghuram uses a simile to express how we have a routine of smells, sounds, and daily living that we carry with us like 'a snail-shell of remembrances.' He then lists these sounds and smells using metaphors such as 'the creaking gate that announced arrivals', and 'potpourri of conversation'.	Discussion of how the idea is presented in the first text. Evidence to support your discussion of this text. Filmic language. Metalanguage Discussion of how the idea is presented in the second text. Continuation using comparative metalanguage. Evidence to support your discussion of this text. Poetic devices.
For all three protagonists, Jamal, Salim, and Raghuram, home is where they feel a sense of comfort and belonging. When they leave or are forced to leave as in <i>Slumdog Millionaire</i> , they carry these memories with them for the rest of their lives. Boyle and Raghuram explore the sense of loss and	Comparative comments about

adapting to new environments through filmic techniques of various camera angles, shots, music, sounds, imagery, similes, and metaphors. Raghuram expresses this as 'the same soul in different incarnations.' Both texts portray the vision that we are at our happiest when we feel a sense of belonging to our environment. However, what draws a line between the texts is the differing circumstances of the main characters. For instance, although he talks about moving, Raghuram discusses moving between rental homes and not being able to own one. However, he can recreate his sense of comfort and belonging wherever he moves by having 'subtle niches of reassurances; a dining room blended with wifely love and culinary skills, a kitchen with its heat and smells'. On the other hand, Jamal and Salim were forced to leave their home in order to stay alive and not be killed by anti-Muslim fanatics. They are unable to recreate their lives because their mum is killed and they are orphans who have to fight for survival in a cruel and dangerous world.	how the texts are similar or different in how they present the ideas, themes, and issues. Note that these are also part of your comparative metalanguage.
In the final analysis, both the movie and the poem discuss the importance of a home and a sense of belonging. The boys lose their home and sense of belonging when religious fanatics kill their mother and burn down the slum. They spend their lives looking for this, Jamal with Latika, and Salim with the gangsters. Boyle touches on the issues of religious intolerance when Jamal says 'if it wasn't for Rama and Allah' meaning that they would not have lost their home if not for the different ideas of god clashing and resulting in their mother getting killed and consequently losing their home. Raghuram discusses the urgency in recreating one's sense of belonging in any home he moves into. Although the film demonstrates how losing one's sense of belonging can be traumatising and lead us to dangerous and unsavoury lifestyles, and the poem presents a much calmer version of moving from one house to another without having ownership, both texts convey to us that belonging is an important part of human natures. We carry our good memories with us for a long time despite the many trials and tribulations that life throws at us.	Concluding your paragraph. Comparative metalanguage Evidence

High Impact Teaching Strategies (HITS) # 5 – Collaborative Learning
By Boney Nathan
Author, Educator, Presenter, EAL Consultant



People often ask me what is the difference between collaborative and cooperative learning. Actually, cooperative learning is a group of strategies and when you add them into your lessons, collaborative learning happens automatically.

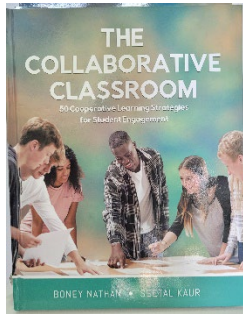
The reason we want to do this is to get more students, more engaged, more of the time and we can induce that collaboration by adding cooperative learning strategies into our lessons. According to Professor Hattie (2009), the effect size of cooperative learning is 0.59 if you compare it to individual work and 0.54 if you compare it to competitive work.

Therefore, there is a very high level of positive impact on student engagement when we embed cooperative learning strategies into our lessons. We often make the mistake of thinking that it is the same as group work. Understanding that cooperative learning is not group work is essential to its success in our classrooms. Group work is just students working in a group. There may not be clear directions on what needs to happen or who is doing what. This may allow the stronger and more extroverted students to take over. Whereas in cooperative learning, the tasks are significantly linked to the success criteria.

We provide students with roles to ensure active participation. We can assign passive roles for our nonverbal EAL students. For example, they can be timekeepers but they are still part of the team and contribute actively to the task that has been set. Basically, what we are doing with the passive roles is to build confidence for the shy students to slowly be visible and participate in public. Hopefully, at some point, they will be able to take on more active roles.

When organising cooperative learning strategies in our lessons, we have to pre-teach the social skills that are needed to make that teamwork successful. We have to have modeled and scaffolded all the steps we want our students to take and we can group them according to the task. We will explore research and facts about grouping in our next video and blog.

So how do we then create successful collaborative tasks in our classrooms? We can begin this practice by embedding a 20-minute cooperative learning strategy into our lesson in order to create meaningful circumstances for our students to be actively present. This allows for opportunities to complete mini tasks that build up towards achieving the success criteria of the lesson.



If you are looking for cooperative learning ideas, look no further. I have co-written a book with 50 strategies that you can insert into any year level or curriculum area. You can also go to my website (<https://inspiringmasterteachers.com.au/>) and download a free booklet with five cooperative learning strategies that you can start using right away.

Remember that we are not doing cooperative learning strategies all the time and in all our lessons. We use them when we think that they would benefit our students in achieving success. As they can be used at any level and in any subject, you can use the same one until you and your students are comfortable and confident with that strategy before you move on to a new strategy.

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High Impact Teaching Strategies (HITS) # 6 – Multiple Exposures

By Boney Nathan

Author, Educator, Presenter, EAL Consultant

In order for our students to retain their learning in their long-term memory, they need to experience and be exposed to the new skills a minimum of four to five times. This means we need to create and provide multiple opportunities for learning, utilising and applying the new skills that we want them to master. It is a matter of quality over quantity. It is not about learning countless new things but about acquiring sustainable new knowledge that they can engage with and demonstrate confidently to their peers and teachers. When teachers rigorously plan and provide multiple exposures, they give their students the confidence to consolidate and continuously engage with their new learning. Let's explore this a little deeper.



What it is	What it is NOT	EAL strategies
Many opportunities to practise, engage, and re-engage with new skills.	Drill work.	Move from simple to more complex skills.
May take a few days or weeks as part of a unit or topic.	Just completing unfinished work from previous lessons.	Building skills hierarchically using Bloom's Taxonomy.
Using a variety of activities to allow students to use new skills in multiple ways.	Assuming that students have acquired a new skill if they demonstrate once.	Adding cooperative learning strategies to allow interactions with peers to share and apply new learning in a variety of settings.
All the activities and tasks are linked to the learning intentions.	Meaningless repetition.	Display word banks and model task samples around the classroom for continuous referencing.

Well planned and clearly structured lessons to repeat new skills in different ways.	Adding random new tasks without linking them to previous exposure.	Wait time - allow students enough time to progress and apply their new learning multiple times in a variety of settings.
Multiple exposure and participation in new concepts, ideas, and skills.	One type of activity repeated over many lessons.	Using multimodal resources - real objects, pictures, videos, songs, games, etc.
Continuously adding on and transferring new learning from one task to another throughout the unit.	Random activities and tasks that do not build on previous learning.	Planning and gradually adding complex tasks to apply new knowledge as they progress.
Providing ongoing feedback based on a variety of short formative assessments along the way.	Testing student understanding and allowing students to continue making mistakes due to lack of feedback and ongoing assessment.	Clearly linking feedback and formative assessments to current activity in the unit.

High Impact Teaching Strategies (HITS)

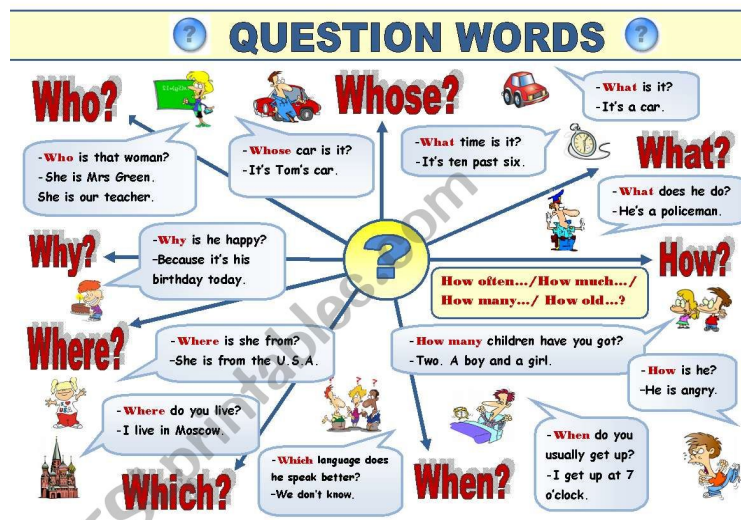
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High Impact Teaching Strategies (HITS) # 7 – Questioning

By Boney Nathan

Author, Educator, Presenter, EAL Consultant



Asking questions

Why do teachers ask questions?

- To gauge student engagement and check for understanding.
- To create interest and curiosity.
- To give opportunities for our students to practise oral skills - discuss, argue, persuade, give opinions etc.
- To give and capture immediate feedback.
- To create ongoing formative assessment.

How do we optimise questioning in the classroom?

- Create protocols to allow respectful discussions and give everyone opportunities to be heard.
- Plan questions prior to the lesson.
- Be clear about the purpose for the questions - engage, deeper reflection, feedback etc.
- Balance safety and accountability - so the less confident students feel encouraged and the more confident students feel challenged.
- Provide continuous and appropriate feedback to encourage engagement.
- Create a classroom culture that encourages students to ask clarifying questions, respect all input, and challenge each other.

What can we do to support questioning in our English as an Additional Language (EAL) classrooms?

- Negotiate and model protocols that have been created with our students.
- Link our questions with success criteria.
- Allow 'wait time' - EAL students need time to think and translate.
- Value and accept 'non-traditional' answers.
- Provide additional stimuli - pictures, real objects, excursions, incursions, videos etc.
- Add cooperative learning strategies to encourage discussions.
- Use both direct and indirect questions to encourage thinking and predicting.
- Give students multiple opportunities to reflect, change, and justify their opinions.
- Have clear and multiple feedback structures - non-verbal (thumbs up, funny dance move), verbal (good, fantastic, I like that), accumulative star systems, classroom gift certificate system etc.
- Random name calling using pop sticks or online name wheels in order for more students to be more engaged more of the time.

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High Impact Teaching Strategies (HITS) # 8 – Feedback

By Boney Nathan

Author, Educator, Presenter, EAL Consultant



Feedback

Specific, accurate, timely, and clear instructions and recommendations that focus on the improvement of tasks that students have worked on.

- Informs students and teachers about student performance.
- Helps teachers refocus teaching plans and strategies.
- Helps students review, reflect, and realign their personal learning goals.
- Can be provided by teachers and/or peers.
- Can be formal and/or informal.
- Can be in various forms - oral, written, online, screencast, etc.
- May be formative or summative.
- Must include details on why or why not a student achieved the grades/outcomes.
- Needs to be continuous and refer back to previous recommendations.
- Provides detailed and specific recommendations on how to improve.
- Supports and encourages ongoing improvement.
- Should be focused on a few things at a time.

In an English as an Additional Language (EAL) classroom, feedback:

- Must be followed through with one-on-one or small group review and reflect sessions.
- Needs to be further supported with scaffolds and models of what is expected as the end product.
- Should be broken into doable chunks of work.
- Provides multiple opportunities for students to experience small successes along the way.
- Uses simple, clear, and easy to follow language so students can demonstrate understanding as they monitor and self-regulate their improvement.

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High Impact Teaching Strategies (HITS) # 9 – Metacognitive Strategies

By Boney Nathan

Author, Educator, Presenter, EAL Consultant

Metacognitive Strategies

Giving our students the tools to:

- develop self-awareness
- self-regulate their learning
- sustain intrinsic motivation

METACOGNITIVE SKILLS

-  KNOW YOU DON'T KNOW IT ALL
-  MONITOR YOUR PERFORMANCE
-  SET REALISTIC AND CHALLENGING GOALS
-  SEEK OUT FEEDBACK
-  PREPARE PROPERLY
-  KEEP A DIARY
-  ASK YOURSELF GOOD QUESTIONS

Metacognitive Strategies - What is it?

When we include metacognitive strategies into our lessons, we encourage our students to think about their thinking. It includes strategies such as planning, positive self-talk, mental scripting, self-questioning, and self-monitoring. We are motivating our students to be critical of their thinking, set personal learning goals, explore how their brains work, adopt a growth mindset, and use metacognitive tools to enhance and improve their own learning. We are giving our students multiple tools to discover how they can approach classroom tasks, assess and gauge their own progress, and gain confidence in observing their understanding. We are helping our students build resilience and persevere when things are not going their way. Over time, our students will develop persistence when faced with learning new skills that are perceived as difficult or challenging.

How do we explicitly teach metacognitive strategies to EAL students?

What	Strategies	How
Explicit Teaching	• Activate prior knowledge • Introduce new knowledge and skills • Scaffold • Model how to apply the skills • Provide numerous opportunities to practise and reflect	• What do you know about this topic? • Clear learning intentions and success criteria. • Provide clear examples of the end product. • Share tables and structures that show how to create the end product.

		● Add cooperative learning strategies to allow practise of multiple metacognitive skills.
Techniques	● Note taking ● Summarising ● Referencing ● Organising ● Time management ● Questioning ● Inferring ● Visualising	● Note taking techniques. ● Identifying key elements. ● What are my strengths? ● What areas of work do I need to improve? ● Where can I find the information? ● What do I want to achieve? ● How do I get there? ● Vision boards. ● Information and Communication Technology (ICT)
Rubrics	● Student directed ● Student friendly ● SMART goals	● When possible, design with students. ● Use student friendly language e.g. I will write.... ● Explicitly teach students how to write SPECIFIC, MEASURABLE, ACHIEVABLE, REALISTIC, TIMED (SMART) goals to monitor personal progress.
Thinking	● Modelling thinking strategies ● Verbalising thoughts ● Analysing problems ● Solution based approach	● Thinking aloud ● Using mind maps ● Cooperative learning strategies ● Listing possible solutions ● Checklists ● Questionnaires ● Student teacher conferences
Questioning	● Gauge student engagement and check for understanding ● Create interest and curiosity ● Give opportunities for our students to practise oral skills - discuss, argue, persuade, give opinions etc. ● Give and capture immediate feedback ● Create ongoing formative assessment	● Create protocols to allow respectful discussions and give everyone opportunities to be heard ● Plan questions prior to the lesson ● Be clear about the purpose for the questions - engage, deeper reflection, feedback etc. ● Balance safety and accountability - so the less confident students feel encouraged and the more confident students feel challenged

		● Provide continuous and appropriate feedback to encourage engagement ● Create a classroom culture that encourages students to ask clarifying questions, respect all input, and challenge each other
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When we consciously include metacognitive strategies in our daily lesson, we are providing our students a variety of specific strategies and processes to assess and track their personal learning goals. These skills, when practised over time, become a part of their repertoire of skills that will serve them beyond school. We need to provide opportunities for our students to access content and skill sets using different metacognitive strategies through various scaffolds, models, and assessment tasks. As teachers, we ourselves need to have the courage to take a step back and allow our students to personalise their learning. Let's empower our students to reflect on their own learning, actively seek feedback, and utilise a repertoire of strategies to take control of their personal achievements.

High Impact Teaching Strategies (HITS)

HITS consist of ten evidence based instructional practices that add value to teaching and learning in our classrooms. They are the result of worldwide research that have been collated and ranked by John Hattie and Robert Marzano. The fundamental element of HITS is to improve students' achievement, engagement, and well-being through teacher collaboration to continuously improve their teaching practice.

State of Victoria (2017). High Impact Teaching Strategies: Excellence in Teaching and Learning. Department of Education and Training.

High Impact Teaching Strategies (HITS) # 10 – Differentiated Teaching

By Boney Nathan

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While all students need to cover a set of curricula each year of their schooling, HOW they do this varies depending on a few individual student factors:

- Current starting point - we recognise that our students have different strengths and abilities
- Learning readiness - we move our students from where they are now to what they are ready to learn next
- Learning progress - we acknowledge and value our students' efforts

Differentiated teaching takes place when we adjust one or all of these:

- Our lesson **content** - what **skills** do we want our students to master?
- Our **process** - instructions, lesson structure, and the tasks/activities our students will complete
- Our **product** - lesson purpose/objective/outcome - how will our students **demonstrate** their new knowledge/skills?

We can gauge student progress by using various assessment tools, including pre and post evaluations. By adding specific and targeted differentiation to our planning, we create a safe environment for two things to happen; extending stronger students and supporting students who need additional time and resources. However, it is important to keep in mind that we are not “dumbing down” our content. We are simply providing appropriate and realistic challenges that allow our students to experience success while progressing at their own pace.

What are we differentiating?	How can we do this?	EAL ideas
CONTENT	● Use pre-assessment to gauge individual student factors and provide realistic, challenging goals. ● Add a range of targeted interventions to address learning difficulties. ● Use Bloom's Taxonomy - students can complete various levels on Bloom and move up according to their mastery of skills.	● Matching ● Sequencing ● Direct/indirect comprehension questions ● Rearranging sentences/stories ● Drawing ● Grouping
PROCESS	● A mix of learning styles - auditory, visual, kinesthetic etc. ● Personalised/small group ● A range of teaching	● Pair and small group work ● Cooperative learning strategies ● One-on-one or small group support

	strategies to support mixed ability groups	
PRODUCT	● Provide choices - Students can demonstrate using their preferred learning styles. ● Provide clear and student friendly rubrics. ● Open-ended tasks to allow students to work at their individual levels	● Use pictures instead of writing ● Write - spelling is not the focus ● Provide word banks and other form of support materials

Use the checklist below to reflect if your lesson is differentiated.

My lesson	Yes	No	Differentiated?
I have set the same work for all my students.			
I use the same teaching strategy and resources for the whole class.			
I assess all my students against the same set of rubrics/criteria.			
I differentiate for my high ability students.			
My students stay in the same groups for the whole year.			

If you have answered Yes to the statements above, then you have not differentiated your lesson. In order to ensure that your lesson is differentiated, you need to have as many statements as possible below in the affirmative.

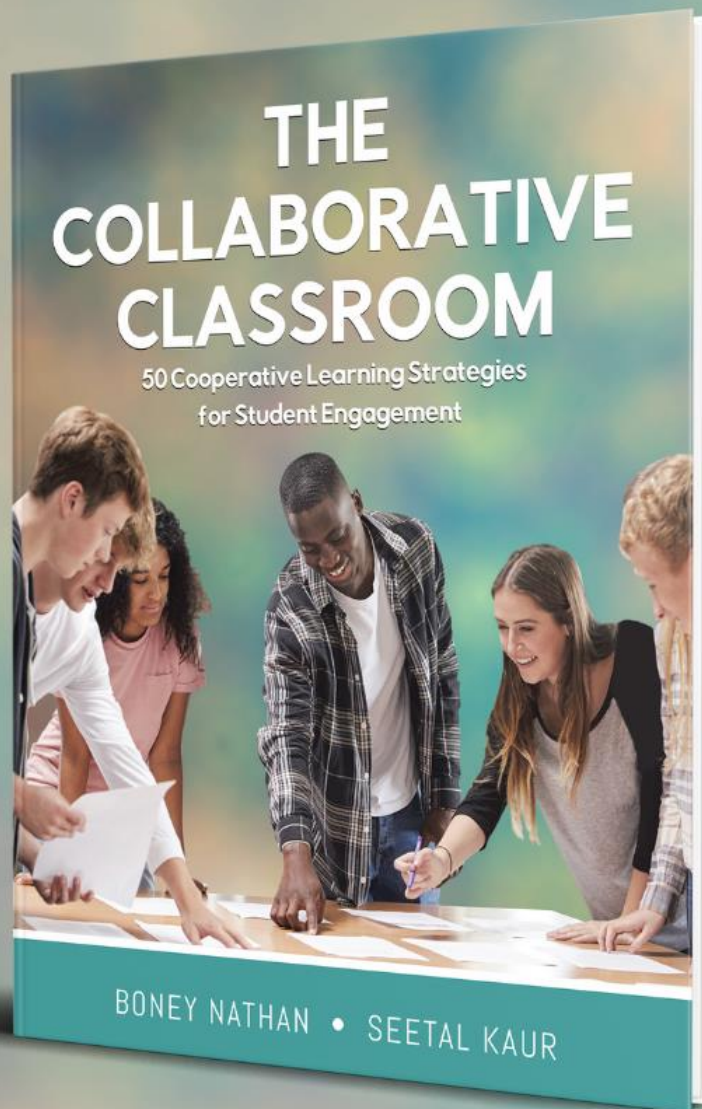
I pre-assess my students to gauge their learning readiness and current levels of progress.
I set high expectations for all my students.
I provide my students with realistic and challenging goals.
I provide feedback to show recognition of student effort.
I continuously use formative assessment to gauge student progress based on their own previous work.
I use various strategies to support and engage students with different learning needs.
I set open-ended tasks to allow students to progress at their own pace.

Differentiation supports student voice and agency as it allows students to have choices of various learning tasks based on agreed goals and prior learning. It creates an equitable classroom environment as students are assessed against their personal previous achievements rather than a whole class standard. By differentiating our lessons, we are supporting and challenging our students to reach their optimal learning potential.

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