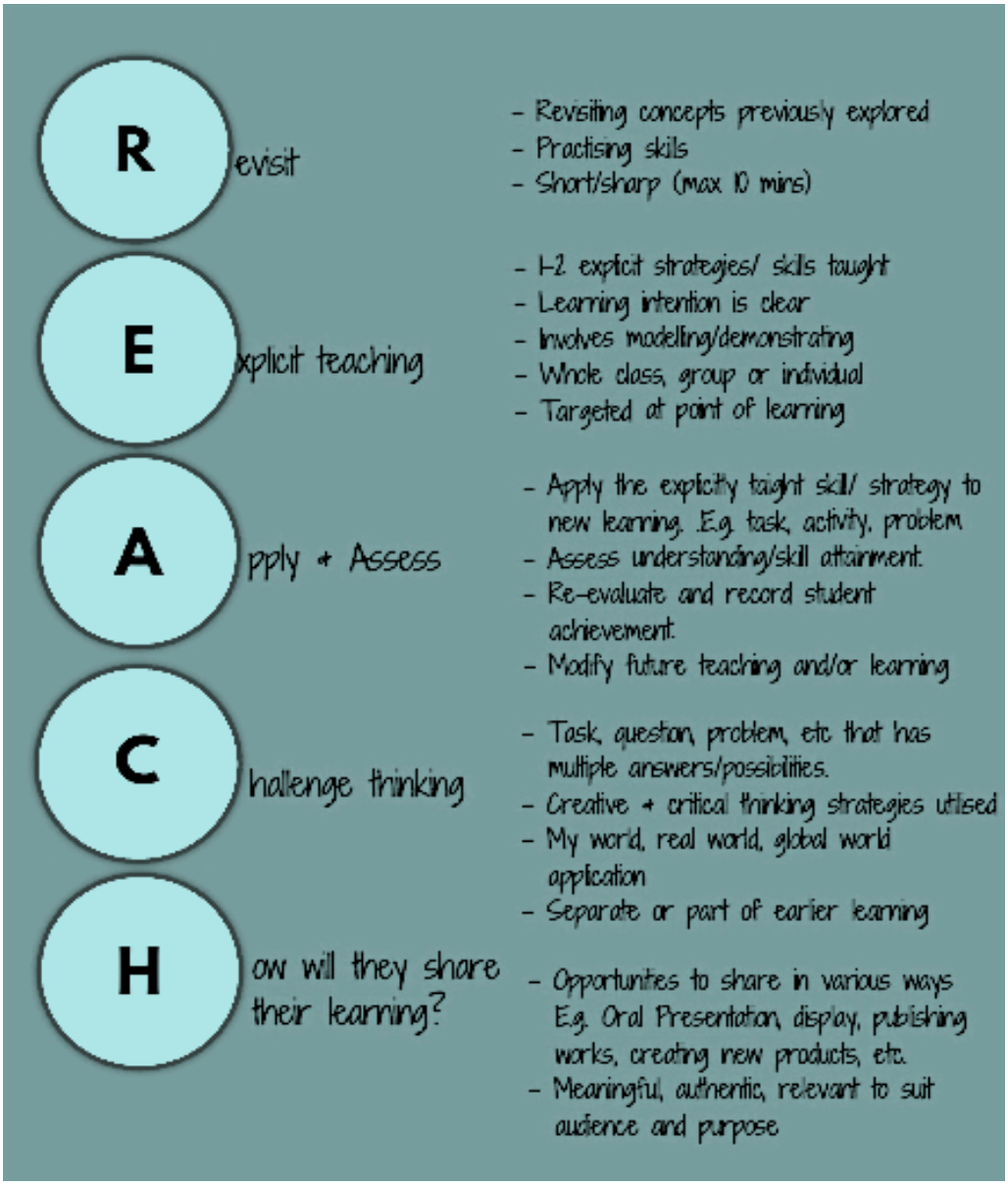
REACH – LEARNING and TEACHING FRAMEWORK

The REACH – Teaching and Learning Framework recognises our need to develop a common understanding about what constitutes high quality instruction to ensure high quality learning experiences occur for every student, in every classroom, every day. This framework describes what effective teachers say and do to engage students in rigorous and successful learning and provides teachers with an instruction process to apply to their literacy and numeracy teaching and planning.

Each component of REACH is based on evidence of effective teaching and learning, however, bear in mind that one stage is not more important than the other and the framework does not endeavour to encompass the many facets that make up quality teaching and learning.



Want to know more?

REVISIT - The terms *revisit*, *revise*, *review* and *rote*, all refer to the process of repeated practice. Revisiting a concept or topic and participating in daily, deliberate practice is an important aspect of teaching and learning and describes the *revisit* phase of the REACH - Teaching and Learning Framework.

Repeating activities, and gradually introducing new information, keeps the revisit session more about the skill and less about the teacher having to explain a new task to be revisited each day. Repeating an activity and only gradually introducing something new provides the learner with time to practise the skill itself. The more an activity is repeated, the better students get at doing it. Using a familiar activity ensures the teacher can skip the activity explanation and demonstration, allowing students to get straight to the activity itself. When repeated, students become more familiar with the make- up of the activity, such as what to do and what will happen next, and can instead focus on the skill itself (Lemov, 2010). In *Teach Like a Champion,* Lemov (2010), recommends that giving the practice activity a name encourages familiarity and decreased cognitive load. "Ten minutes of the *Layup Drill* . . . Go!" is a quick way for students to associate with and promptly begin a revisit task.

The revisit phase provides an opportunity for **students to acquire lower level processes and automatic facts and information, so that greater learning can occur**. When used appropriately, "routine practice is an extremely powerful instructional tool that not only helps students learn and retain basic skills and facts in a fluent fashion, but has positive outcomes when students attempt higher-order strategies" (Archer, 2011, p.21). **When we free the mind from carrying out tasks which are now automatic, the thinking space left offers endless possibilities.**

Some key points:

- Repetition and consolidation are vehicles enabling knowledge to be stored within retrievable units, thereby accelerating mental growth through conceptual mastery and deeper understanding (Hattie & Yates, 2014).

- While too much repetition may be boring, a balance is needed between the introduction of new knowledge or a new activity, and repeating old activities. Remember to keep this phase short, sharp and interesting. Timed responses, goal setting and gradually introducing new concepts and challenges assist with keeping this phase interesting.

- Motivation is powerful. The more success students see, the more they will want to do it and the better they will get. Devoted time to practising lower order skills under conditions of relative ease with increasing levels of challenge is important.

EXPLICIT - Explicit teaching clearly explicates the '*what*', the '*how*' and the '*why*' of any given lesson. (Edwards-Grove, 2002). During the *explicit teaching* phase the teacher assumes the role of a coach or model. It provides students with an opportunity to witness the skill being demonstrated so that the skill itself can be analysed, interpreted and then later recalled.

More specifically, during the whole part of a lesson, the teacher clearly explains the objective of today's explicit teaching and how it fits with the tasks that the students have already completed. Where possible, teachers relate the learning to student's day to day experiences and build in a hook activity, to engage students and tune them in to the activity. The teacher will provide worked samples to show what success looks like and will ask students' questions to check for understanding, providing wait time and collaborate strategies to assist with discussion. During the whole part of a lesson, the teacher will give clear, step by step instructions and may provide tools, including cue cards, concrete aids, processes and checklists, for students to use as they work through a task independently (Hill, 2011). Explicit teaching during the whole group focus may include modelled (teacher directed) or shared (students with teacher) instruction.

There are many examples of explicit teaching strategies incorporated in the whole or small part of the lesson. Some of these include guided reading, reciprocal teaching, modelled or shared writing, literature circles, writer's workshops, small group, partner, individual work, guided and modelled maths groups, to name a few. These strategies allow the teacher to demonstrate directly to the learner and provides opportunities for the teacher to infer what the student is doing. The strategies assist in unravelling the thinking and problem-solving processes students are using, to determine where to next with their learning.

Explicit teaching requires a high level of teacher support which is gradually withdrawn as the student moves towards independent performance (Archer & Hughes, 2011). To help students learn and move them towards independence, it is imperative that students have the opportunity to apply new learning and for teachers to understand what the next point of learning should be.

Some key points:

- Students should be able to explain what the focus was, how to do it and why they were doing it?

- Explicit teaching explains the thinking process. It is intentional and purposeful. It provides clear instructions, examples and steps through the learning.

- People check out after 10 minutes (Medina, 2009). Keep it short and to the point – only one to two strategies should be the focus. Avoiding digressions is imperative. This can often lead to confusion.

- Although heterogeneous (mixed-functioning) groups have some advantages for certain instructional outcomes, grouping by academic skill and a similar level of functioning allows students to learn the skills most appropriate for them, thus increasing their success.

CHALLENGE THINKING - Not only is technological advancements increasing at a remarkable rate, but so too is the amount of information generated. It is estimated that 4 Exabyte's of new information was generated in 2014 which was more than the previous 5,000 years. The amount of new technical information is said to be doubling every two years. This means that for students starting a four year technical degree, half of what they learn in their first year of study will be outdated by their third year of study.' (Did You Know 2014) As technology advances, predictions are that many jobs as we know them today, will either cease to exist or be carried out by robots or computers. In the Foundation for Young Australians Report (Hill, 2015), it was noted that young Australians were not being geared for this change. Nearly 60% of Australian students (71% in VET) are currently studying or training for occupations where at least two thirds of jobs will be automated over the coming decades. Many of the jobs they are studying could vanish in 10-15 years' time. A frightening statistic!

So …..

What is important to learn in a rapidly changing world?
Should they learn a second language… in a world of instant translation?
Should they ever memorise any fact… in a world of ubiquitous Google?
Which is more important? Learning to code or learning sports?

Not only has technology changed what we may consider important, but it has also provided the means and opportunity to work and communicate across the world in a click of a button (or these days – mouse, swipe, use of voice recognition, etc). This is known as 'the great global job shift.' (Gereffi, 2005). This has massive implications for the future world in which our students compete and collaborate. What will give our students the edge, as they compete online and bid for projects? How will they make their mark in the world when there are others which have the same level of knowledge (education) yet are prepared to work for less?

But it is not all doom and gloom. Globalisation also presents new challenges and new opportunities. 'For Example, to ensure that a globalised company operates smoothly we need global supply chain managers, language interpreters, cultural consultants, and people to manage the global workflow and the global workforce. Paradoxically, to forces that resulted in unemployment are also the forces that will lead to the creation of jobs'. (Zhao2012). As a school we need to ask ourselves: What skills will students need to make the most of future opportunities?

The term '21st Century learning' has been a popular term, used to describe the ways in which we equip young people with the capacity to think, solve problems and respond to and thrive within a changing society. Students need to be successful in a global and digitally interconnected world. 'Creative, Critical, Collaborative and Communication skills – the 4C's' (P21) are considered essential skills which will help address the challenges of the future.

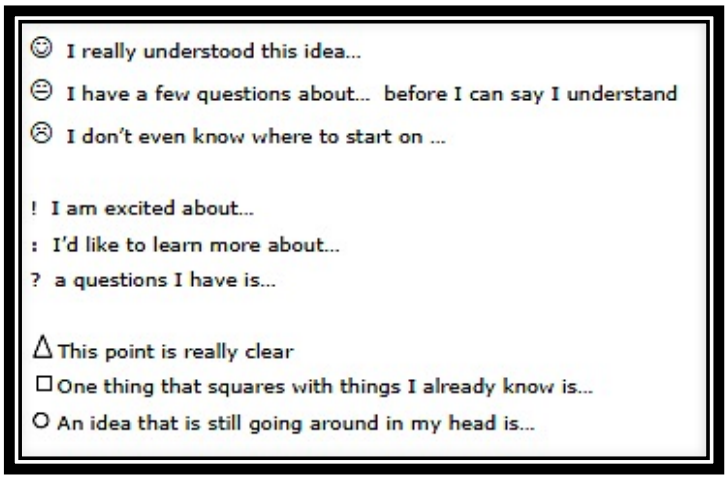
Some key points:

- 'Critical thinking is at the core of most intellectual activity that involves students in learning to recognise or develop an argument, use evidence in support of that argument, draw reasoned conclusions, and use information to solve problems. Examples of thinking skills are interpreting, analysing, evaluating, explaining, sequencing, reasoning, comparing, questioning, inferring, hypothesising, appraising, testing and generalising' (Australian Curriculum 2014).
- Creative thinking involves students in learning to generate and apply new ideas in specific contexts, seeing existing situations in a new way, identifying alternative explanations, and seeing or making new links that generate a positive outcome. This includes combining parts to form something original, sifting and refining ideas to discover possibilities, constructing theories and objects, and acting on intuition. The products of creative endeavour can involve complex representations and images, investigations and performances, digital and computer-generated output, or occur as virtual reality generalising' (Australian Curriculum 2014).
- 'Critical and creative thinking processes are not discrete but are related within each of the strands. For example, part of creative thinking is establishing and using criteria to critically evaluate the merits of various propositions generated by creative thinking processes. Likewise, critical thinking can involve the application of creative thinking processes to generate novel criteria that can then be used to evaluate propositions in innovative and productive ways.' (Victorian Curriculum 2015)

HOW WILL THEY SHARE THEIR LEARNING?- This element of the framework provides a meaningful end to a lesson and offers an opportunity for each student to demonstrate what they have learned (or should have learned). It may….

- require students to summarise key learning or main points
- involve students answering questions posed at the beginning of a lesson
- provide opportunities for students to draw conclusion from the lesson
- involve students in recognizing how this new information can be used
- require students to demonstrate the problem-solving process undertaken
- require students to exhibit their learning
- entail reflection whereby students determine whether they have met the learning intention or able to apply their learning to a new situation.

It is important that students take intellectual responsibility for their learning as this is not the time for the teacher to summarise the learning for the student. This session is short, sharp and no longer than 10 minutes. Whilst a variety of formative assessment strategies can be used during this time, a quick snapshot that is easily collected and collated works best. For example the one below provides instant feedback to the teacher.



It helps the teacher to decide: whether additional practice is needed, whether a particular concept needs re-teaching, whether the teacher can move on to the next part of the lesson, whether the learning intention was met or whether the students interests, questions or ideas can be incorporated into future planning.