Oakfield
HIGH SCHOOL & COLLEGE

# Theories of Action

## Science 23.3.22

### Questioning

**When the teacher** systematically uses higher order questioning, scaffolding learners to add more detail, giving them time to develop their reasoning.

**Then learners** develop deeper levels of understanding and reasoning, removing misconceptions, prior learning is reinforced and raises levels of attainment.

### Vocabulary

**When the teacher** clearly and consistently develops and model's precise vocabulary and terminology, reinforcing definitions and linking subject language patterns.

**Then learners** have a clearer understanding of key learning concepts and develop knowledge more rapidly within the subject. Learners are able to articulate and communicate responses in a more precise manner in the correct context.

### Retrieval

**When the teacher** quickly engages learners through explicit lesson sequencing and retrieval practice; interleaving all science disciplines.

**Then learners** cognitive load is reduced, retrieval strategies are developed; learners and teachers know where learning is going next and can apply their knowledge.

### Relationships

**When the classroom staff** establish and build purposeful and authentic relationships, where each learners context is known and adults model behaviours.

**Then learners** mirror the behaviour demonstrated, feel respected and listened to. Learners are willing to take risks and are confident and become more independent in their learning.

### Curiosity

**When the teacher** systematically provides opportunities for curiosity through practical memorable learning experiences and scaffolds scientific curiosity with exploration.

**Then learners** have increased engagement, feel motivated and secure in their purposeful discovery of independent learning.

### Explicit Learning Intention

**When the teacher** consistently provides clear differentiated learning expectations, with a hierarchical and aspirational approach.

**Then learners** have a clarity of expectations, raised aspirations and more opportunities to take ownership of their learning journey.