

Theories of Action

Work Related

Lesson Structure

When teachers effectively establish and utilise systematic lesson components (retrieval, modelling, activity, feedback).

Then learners are clear about their expectations and routines. As a result, behaviour, engagement, independence and curiosity will be enhanced.

Questioning

When teachers develop reasoning and higher order thinking skills through the use of Socratic questioning (Conceptual clarification, Probing assumptions, Probing rationale and perspectives).

Then learners will have deeper levels of understanding, enhanced analytical and critical thinking skills and higher levels of attainment.

Vocabulary

When teachers use precise language, clearly and consistently to develop vocabulary and terminology.

Then learners have a clear understanding of concept, develop skills more rapidly, communicate in a more precise manner and apply this understanding to a wide range of contexts.

Learner Independence

When teachers create a safe and stimulating environment which promotes learner independence and advocates agency.

Then learners develop autonomy within lessons, showcase resilience, are willing to take risks and subsequently grow in confidence in their learning.

Collaboration

When teachers consistently use collaborative or group activities as part of their teaching strategies.

Then learners ability to work as a team increases. They are more willing to trust one another through reciprocal participation to further consolidate their understanding.