

Using DET's High Impact Teaching Strategies as a CRT

Approximately 71% of casual relief and emergency teachers (CRTs) work predominantly in government schools or services. As a CRT in government workplaces or schools, it can be useful to be aware of the strategies used by other teachers in that workplace.

The Department of Education and Training (DET) has developed 10 High Impact Teaching Strategies (HITS). These strategies emerge from the findings of tens of thousands of studies of what has worked in classrooms across Australia and the world.

You can find more information on the HITS, with examples of practice on the [DET website](#).

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

The following diagram identifies some suggested links that can be made between HITS and the [Australian Professional Standards for Teachers](#) (APST). Please note there may be other relevant standards for each of these strategies, depending on your context.



EXAMPLE STRATEGY REFLECTIONS

Although there may be limits in implementing some aspects of the HITS due to the nature of work as a CRT, taking the time to reflect on the HITS in your context as a CRT will be useful.

The following example strategy reflections can be used to prompt your reflections on how you can use the HITS in your teaching context.

Remember to guide your reflections on your practice by asking yourself questions

- Which of these strategies are most relevant to my context?
- How can I adapt these strategies to suit my practice as a CRT?

EXAMPLE STRATEGY REFLECTION: SETTING GOALS

Tash works as a CRT in secondary schools. Before Tash enters each of her classes, she makes sure that she is familiar with the learning goals for the lesson. Sometimes these goals have been clearly articulated by the usual classroom teacher, while other times Tash uses the planning documents left by the teacher to ascertain a clear learning goal. This helps Tash and her learners have a clear focus for the lesson.

Lesson goals help the learners know what they need to understand and / or be able to do. This also assists Tash in determining her role in helping the learners.

Some of the strategies Tash uses in supporting learners to achieve these goals

- make the learning goal clear at the beginning of the lesson
- assess learner's prior knowledge (through questioning, observation or evidence from the usual classroom teacher) to differentiate learning goals where possible
- provide opportunities for learners to self-assess their progress towards the learning goal
- provide feedback to the learners about their progress towards the learning goal and recognise their efforts
- provide feedback and evidence of learner's progress to the usual classroom teacher to support the continuous learning cycle.

As a CRT, Tash sometimes finds that she is unfamiliar with the subject area that she is teaching. She asks the learners to explain what they would consider to be success against the learning goal. This assists the learners to understand the goal and to self-assess against it.

EXAMPLE STRATEGY REFLECTION: STRUCTURING LESSONS

Terrence works as a CRT in special schools. Terrence understands that having a sound lesson structure helps to reinforce routines and scaffold learning via specific steps / activities. The sequencing of teaching and learning activities stimulates and maintains engagement for learners. Lesson goals help the learners know what they need to understand and / or be able to do. This also assists Tash in determining her role in helping the learners.

If Terrence is provided with a lesson plan from the usual classroom teacher, he ensures that he

- understands the lesson structure and sequencing before engaging in the lesson
- clearly explains the steps in the lesson to the learners, including presenting a clear learning intention
- identifies clear transitions between each step in the lesson
- implements any identified routines and instructions from the usual classroom teacher to ensure predictability and continuing for the learners
- monitors learner understanding and provides feedback.

In some circumstances Terrence is left without a lesson / day plan. In this case Terrence uses the following strategies to create structured lessons

- seeks advice from other teachers / support staff about the usual structure of lessons in the school / service and follows a similar structure
- seeks advice from other teachers / support staff about the skills and / or content currently being taught
- creates clear learning goals for the learners
- provides activities that are engaging and meaningfully linked to the lesson goal
- monitors learner understanding and provides feedback
- provides opportunities for learners to reflect on their learning.

EXAMPLE STRATEGY REFLECTION: EXPLICIT TEACHING

Harry works as a CRT in early childhood services and primary schools. When Harry begins a lesson / activity he is explicit about the learning goals and the success criteria. He then demonstrates how to achieve these by modelling and providing examples. He also provides opportunities for learners to practice and demonstrate their grasp of the new learning. This explicit teaching approach involves a high level of teacher-learner interaction, with Harry closely monitoring understanding and targeting individual support.

When using explicit teaching as a strategy, Harry

- ensures new content is explicitly introduced and explored
- models the application of knowledge and skills
- provides worked examples to support independent practice
- revisits the skills / knowledge throughout the day / lesson
- uses practice and feedback loops to uncover and address misunderstandings
- explains what the learners need to know and be able to do by the end of the day / lesson
- allows learners sufficient time to practice what they have learned
- reinforces the main points at the end of the lesson.

EXAMPLE STRATEGY REFLECTION: WORKED EXAMPLES

Ari works regularly as a CRT in an independent P-12 school. To reduce learner cognitive load and help enable them to focus on understanding the process which leads to an answer rather than just the answer itself, Ari uses worked examples to support learning. Worked examples demonstrate the steps required to complete a task or solve a problem.

Ari scaffolds the learning through worked examples by

- presenting the learners with a clear, step-by-step example of the skill / knowledge they are learning
- creating worked examples that are accessible to all learners and unpack the learning process
- monitoring learning and providing support to learners to move towards independent practice.

If Ari is unfamiliar with the knowledge / skills being taught, Ari seeks support from colleagues, researches examples to provide to learners and shares learner progress with the usual classroom teacher to support continuous and scaffolded learning.

EXAMPLE STRATEGY REFLECTION: COLLABORATIVE LEARNING

Joey is a retired teacher who works as a CRT at his past school. Joey implements collaborative learning opportunities in the classroom to support cooperation and collaboration and provide opportunities for learners to actively participate in negotiating roles, responsibilities and outcomes.

When implementing collaborative learning opportunities, Joey

- sets ground rules for how groups will operate
- explicitly instructs learners to work in a team by assigning different roles within groups so the learners take responsibility for particular aspects of tasks
- promotes interactions between learners by varying group membership
- ensures the task provides opportunities for all learners to have their voice heard and contribute to the work.

To assist in determining appropriate collaborative groups in the class, Joey uses any notes about the learners from the usual classroom teacher or other teachers / education support that know the learners, as well as observations of the learner's engagement level, interests and learning levels.

EXAMPLE STRATEGY REFLECTION: MULTIPLE EXPOSURES

Li is a CRT in early childhood services. To support children's learning of a skill / knowledge, he ensures that the children have multiple exposures throughout the day to the skill / knowledge. This includes ensuring the day is planned to provide opportunities for the children to practice, repeat and re-engage with the skills / knowledge.

To help provide multiple exposures to children, Li

- links multiple exposures to the learning goals
- plans the day to ensure the children can benefit from multiple exposures
- uses a variety of play-based learning activities where they interact with the skills / knowledge
- provides feedback to the children to reduce misunderstanding and repeating mistakes.

EXAMPLE STRATEGY REFLECTION: QUESTIONING

Elsbeth works as a CRT mainly in primary schools.

Elsbeth considers 'Questioning' an important strategy in her work as a CRT. Using questioning allows Elspeth to gain immediate feedback on the level of her learners' understanding in order to either extend or challenge them. Elspeth also uses questioning to gather feedback on her teaching strategies so that she can improve her practice.

Elsbeth uses a wide range of questioning techniques such as

- probing questions to engage learners in deeper thinking and to get them to justify their responses
- structured questioning to allow learners to give feedback to her as the teacher and to other learners
- revising questions to allow learners to demonstrate and reinforce their understanding
- extending questions to engage learners and further develop their thinking
- reflecting questions to allow learners to evaluate their learning.

Elsbeth finds that as a CRT she needs to allow more wait time for students to respond to questions or engage in questioning. Allowing more wait time gives learners time to gather their thoughts before answering in front of an unfamiliar teacher. It also means that the other learners not directly engaged in this question and answer will think about the question themselves. In addition, using questioning with learners allows Elspeth to gather more comprehensive information to feed back to the usual teacher about the learners' understanding.

EXAMPLE STRATEGY REFLECTION: FEEDBACK

Ali is a CRT in secondary schools. He works at different schools most days. Ali recognises that feedback plays an important role in supporting learning, assisting him in understanding the learners' progress towards a learning goal, and in assisting the usual classroom teacher in providing for continuous learning. Ali provides feedback both formally and informally, both written and oral.

When providing feedback to learners, Ali makes sure that the feedback

- challenges the learner to review and reflect on their learning
- acknowledges areas done well and offers areas for improvement
- is evidence-based on observation of learners' work.

To ensure the feedback is effective, Ali asks the learners to clarify their understanding of the feedback and what their next steps are to address any areas for improvement. This assists in keeping the learners on task and progressing towards the learning goal. Ali keeps notes of the feedback he provides to learners and the progress they have made towards learning goals. He then provides this to the usual classroom teacher. Ali often uses exit passes for learners to reflect on their progress, and these provide helpful information to pass back to the usual classroom teacher.

EXAMPLE STRATEGY REFLECTION: METACOGNITIVE STRATEGIES

Mal works as a CRT in a regional town in both primary and secondary schools. Mal is passionate about supporting learners to understand their own thinking and gain control over their learning. As a CRT, Mal is not always familiar with skills / knowledge that the learners are engaging with, so Mal supports learners by using metacognitive strategies to help them self-regulate, manage their own motivation, plan their approach to the learning task and evaluate their progress.

In using metacognitive strategies Mal

- provides learners with strategies to set their own goals as well as monitor and evaluate their own learning
- assists learners to identify and use strategies to help them achieve the learning goals
- demonstrates how to use metacognitive strategies
- provides support and scaffolding with checklists, self-questioning techniques and opportunities for self-assessment
- encourages learners to seek feedback.

Mal often uses questioning to help support learners reflect on their thinking. Questioning learners helps them identify their goals, understand their plan and reflect and evaluate on their learning. This questioning not only assists the learners to understand their own thinking and learning strategies, but provides Mal with valuable feedback about how they are progressing towards the learning goal, which can be used to guide their learning and for Mal to share back with the usual classroom teacher.

EXAMPLE STRATEGY REFLECTION: DIFFERENTIATED TEACHING

Charlie is a CRT in secondary schools. When Charlie is supporting learning in the classroom, she differentiates the learning where possible to provide an appropriate challenge for all learners. Charlie may differentiate the process (how the learner is learning), content (what the learner is learning) or product (how the learner is demonstrating their learning). Charlie uses notes from the usual classroom teacher about the learners, as well as her observations of and discussions with the learners to help gauge their readiness for a particular task or challenge.

To ensure the learning is appropriate for all learners, Charlie

- modifies the lesson left by the usual classroom teacher by finding ways to simplify or make the task more challenging based on observation of learner readiness
- sets high expectations for all learners
- monitors learners progress and provides feedback
- provides opportunities to go beyond the learning goals
- uses a range of teaching strategies to support learning.

REMEMBER

Remember, reading and reflecting on how you can use HITS to improve your teaching practice can be counted towards your professional learning hours for [renewal of registration](#).