



WHAT IS IT?

Maximise the simultaneous involvement of all students through strategies and questions to solicit group responses.

Design lesson plans and instructional strategies so that multiple students are involved in thinking and problem-solving rather than one-at-a-time.

WHAT DOES IT LOOK LIKE?

Instead of asking the class for someone to state an answer, students share their answer with a partner first, discuss for one minute and then respond.

All students write their answer to a maths problem on small white boards and hold them up for the teacher to see.

PE Teacher uses small basketball skill stations so all students are engaged instead of standing in lines.

WHY?

- Increases on-task behaviour.
- Increases praise-to-corrections ratio.
- Provides continual formative assessment.
- Makes learning visible.
- Increases academic and learning outcomes.
- Allows for differentiated responses and varied types of engagement for students who do not want group attention.

HOW?

Aim to use group strategies for the majority of the opportunities to respond during instruction. Identify strategies that fit within the lesson plan.

TIPS?

- Teacher talk should account for no more than 40-50% of instructional time.
- Use wait time of 5 seconds to allow for processing and encourage engagement.
- Share strategies and practise group opportunities to respond to skills in year group teams.
- Identify opportunities within lesson plans to increase opportunities for students to respond.
- Identify opportunities to replace single student responding through hand-raising with multiple student responding through strategies such as: use of response cards, dry erase boards, Smart Boards, white boards, response clickers, choral response, guided notes, computer assisted instruction, class-wide peer tutoring and direct instruction.