FEEDBACK

Information given to learners about their performance to guide improvement.

Feedback that is timely, specific, and actionable helps close the gap between current and desired performance.

- Give feedback related to the learning intention.
- Use prompts/questions to guide next steps.
- Allow time for students to revise based on feedback.

Effect Size: 0.48

METACOGNITION

Teaching students to plan, monitor, and evaluate their learning processes.

Increases self-regulation and independent learning skills.

- Use reflection prompts before and after tasks.
- Model thinking aloud during problem solving.
- Teach planning and self-check strategies explicitly.

Effect Size: 0.69

TEACHER CLARITY

Clear communication of learning intentions, success criteria, and step-by-step instruction.

Reduces confusion, sets expectations, and helps students understand what success looks like.

- Clearly state the goal of each lesson.
- Share and revisit success criteria.
- Use examples (WAGOLL) to illustrate the standard expected.

Effect Size: 0.75

FORMATIVE ASSESSMENT

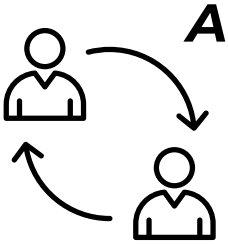
Ongoing checks during instruction to inform next steps and tailor teaching.

Allows real-time adaptation to student needs and prevents misconceptions from persisting.

- Use exit tickets or quick quizzes.
- Adjust lesson pace based on student responses.
- Involve students in co-assessing progress.

Effect Size: 0.77

RECIPROCAL TEACHING



A strategy where students take turns being the teacher in reading groups using four key skills: predict, clarify, question, and summarise.

Develops metacognitive awareness and comprehension by modelling expert reading behaviours.

- Introduce and model the four strategies.
- Assign student roles in small reading groups.
- Rotate roles and debrief learning gains.

Effect Size: 0.74

CLASSROOM DISCUSSION

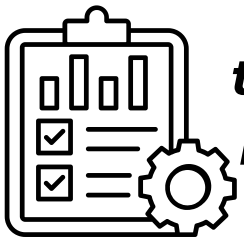
Purposeful dialogue among students or between students and teacher about the learning.

Deepens understanding, fosters engagement, and enhances thinking through elaboration.

- Pose open-ended, high-cognitive questions.
- Use think-pair-share routines.
- Encourage peer explanations and rebuttals.

Effect Size: 0.82

COGNITIVE TASK ANALYSIS



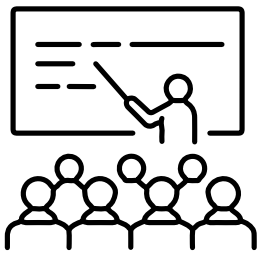
Breaking down performance into clear, teachable steps that make thinking visible. Includes worked examples, modelling, and explanation of cognitive processes.

Helps students understand how to approach complex tasks and skill acquisition through structured guidance.

- Model each step using think-alouds.
- Start with full examples, then fade support.
- Follow with similar and varied practice tasks.

Effect Size: 1.09

DIRECT INSTRUCTION



Explicit teaching of a skill or concept in a structured and sequenced way.

Effective for building foundational knowledge and minimising misunderstanding.

- Break content into clear steps.
- Model each step and guide practice.
- Use repetition and regular review.

Effect Size: 0.59

SELF REPORTED GRADES

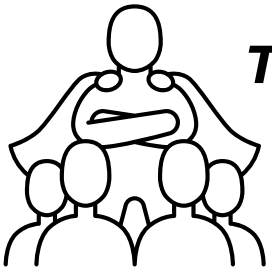
Students predicting or reflecting on their performance and setting goals.

Boosts motivation and aligns learner expectations with success criteria.

- Ask students to set achievement goals.
- Have students predict their test outcomes.
- Guide reflections on effort vs. results.

Effect Size: 0.96

COLLECTIVE EFFICACY



The shared belief among educators that their collective efforts can positively impact student outcomes.

Fosters collaboration, shared responsibility, and a culture of high expectations that improves student results.

- Plan collaboratively with clear goals and shared strategies.
- Use student data to reflect and improve as a team.
- Celebrate shared wins and build professional trust.

Effect Size: 1.34