Enacting the Principles of Intervention: Intentional, Responsive, Targeted Teaching



WHAT DO I WANT THEM TO LEARN AND WHERE ARE THEY NOW?

What is the intended learning and why is it important?

What does each learner bring? What does each learner know already? What do I already know about each learner? What are the prerequisite skills and knowledge each learner needs to be successful?



IS WHAT I AM DOING MAKING A DIFFERENCE?

Analyse progress and outcome data to refine teaching practice and the level of intervention for each learner. What worked well? What would you change? What did you learn? What was the impact of the learning? Keep what works best; improve or stop what doesn't.

HIGH LEVELS

of LEARNING and
GROWTH for
EACH CHILD
through
INTERVENTION for
ALL

WHAT WILL I DO TO GET THEM THERE?

What is the Wave 1 highly effective teaching for this intended learning? How will I differentiate to meet each learners' needs? How will I engage, challenge and support each learner? What support will I provide for those needing more intensive intervention (Wave 2 and 3)?



WAVE 1: Intervention for all learners Sustained high quality classroom teaching is the right of every child WAVE 2: Additional support/challenge for SOME WAVE 3: Intensive personalised support/challenge for FEW

HOW WILL I KNOW IF THEY HAVE GOT IT?

What evidence will enable me to assess the intended learning? How will I monitor the progress of every learner? How will I reassess understanding after providing intervention?

MAKING IT HAPPEN

Implement the plan - intentional responsive teaching that challenges and supports all learners. Continually intervene to ensure all learners are successful. Provide additional support as necessary - Don't wait to fail.





