

How to FLISC ☺ An Instructional Model using Feedback, Learning Intentions & Success Criteria

Continuum towards Expert Instruction @ SHNPS (Framework Based on: *The 'Dreyfus Model of Skill Acquisition'*) Key: LI = Learning Intention & SC = Success Criteria (More info see: <http://www.shnps.vic.edu.au/#/resources/c1r2m>)

Theme:		Focus:	1. Novice	2. Advanced Beginner	3. Competent	4. Proficient	5. Expert
Learning Intentions and Success Criteria	Planning	LI & SC in Planning		Writes the LI & SC in planning.	Writes LI & SC in planning and linked to the planned activities.		Writes the Learning Intention and multiple 'Success Criteria' with activities to reflect each other. https://youtu.be/u1YZmOK6N2E
	Making Learning Visible	'Visible Learning' is apparent with Learning Intentions and Success Criteria written in class and referred to regularly	Insufficient Evidence	Shares the LI & SC with students (either spoken or written)	Reminds students of both the LI & SC in written and spoken form.		Makes multiple references to the learning intention & success criteria from intro and across the whole lesson. Checks student's success at the end of the lesson and uses this to inform future planning and to 'Know thy Impact'.
	Students are using LISC for learning	Students know the LISC & use the Success Criteria to focus their learning		Uses LI & SC and this is visible in the class e.g. students refer to the LISC on the board.	Revisits the LISC across the lesson	Self Monitors & self-directs (by students) to regulate their own actions as they work toward the success criteria https://youtu.be/mYs7yr7WiDU	
	Teachers using Success Criteria to focus their teaching	Success Criteria used by teacher across the lesson to focus teaching & students learning.		Uses statements about the LISC at the beginning of the lesson and also refers to them later in the lesson.		Directs the students towards the use of the SC to focus their thinking and actions towards achieving the Success Criteria across the whole lesson.	Differentiates the success criteria ensuring they are specific and reinforced during the lesson. Uses the SC to guide learning and is reinforced across the lesson. https://youtu.be/5bEIGliiZCg
	Feedback of L.I. & S.C.	Feedback given during activity is focussed on the Learning Intentions and Success Criteria.			Makes statements during the lesson with reference to the Learning Intention or the Success Criteria.		Makes statements relating to the achievement of the Success Criteria and Learning Intention. Uses questions, appropriate to the task, to challenge students understanding. https://youtu.be/SYq3Wj5BNmY
Feedback based on the research	The feedback given to students relates to the 3 questions student want answered - as linked to LISC.			Addresses at least one of the most commonly asked students' questions: Where am I going? How am I going? Where to next?	Addresses at least two of the most commonly asked students' questions: Where am I going? How am I going? Where to next?	Addresses all three of the most commonly asked students' questions: Where am I going? How am I going? And Where to next?	
Feedback	Feedback is related to the task not ego	The teacher is aware of the difference between ego and task related feedback		Separates ego and task related feedback but can occasionally mix these up in the same statement.			Uses feedback that is either task related or ego related and doesn't mix these up. https://youtu.be/E1_UF_fQUTY
	Seeks Feedback	The teacher seeks feedback on their teaching to know thy impact.		Uses strategies to seek feedback on their impact on students			Seeks feedback intentionally using multiple sources of feedback from students to gauge the impact of their teaching. https://youtu.be/t6RBxk2KYR4
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