Tools for checking: Critical checks template

Use this table to collate and critically interrogate your data for this inquiry.

Aim / intended outcomes for students	
Evidence What evidence shows your actions are effective? Can you find evidence which shows your actions are not working? What learning happened for your students? What did you learn about your students?	

Critical checks	
Did the changes made achieve the intended outcomes? If not, why not? If so, how will you sustain the effective practices and what are your next steps? Did the change impact all students? In what ways? Or why not? Why is it that your teaching was less successful for this group of learners compared to another? Who did the changes work for? Under what circumstances? Why is it that your teaching was successful in one aspect, but not in another? What are student perspectives on these findings?	

Adjustments needed / plans for action	
What different approaches could you try? Should you ask the students? What are the implications for future teaching? What can you adapt, refine or revise in your understanding of your students' learning? What will you do next to ensure that your students continue to achieve? What new goals do you want to set? (Return to scanning)	

Below is a worked example based on an inquiry about quality feedback:

Aim / intended outcomes for students	To improve the quality of my feedback so that it is useful to students to increase progress and achievement.

Evidence	
Evidence What evidence shows your actions are effective? Can you find evidence which shows your actions are not working? What learning happened for your students? What did you learn about your students?	I have anecdotal and observational evidence of students listening to and using my feedback to improve their work. I've also surveyed students to gather their perceptions of my feedback and the majority of students thought it was more useful than feedback given previously and indicated a greater sense of self-efficacy. Even though I am no longer giving direct answers or instructions in my feedback, students thought my new techniques were more fair and felt a sense of achievement as they worked through problems more independently. I've learnt to give feedback which is more feed-forward focused and this has helped students think about their next steps. My students have learnt how to respond to different feedback strategies I've trialled, and the evidence suggests that using questions has enabled them to think more deeply about their learning. However I also have evidence of my feedback not working in their books, as some students haven't understood my feedback or haven't implemented my suggestions. I've learnt that students who need the most support also benefit from direct instructional feedback.

| **Critical checks**

Did the changes made achieve the intended outcomes? If not, why not? If so, how will you sustain the effective practices and what are your next steps?

Did the change impact all students? In what ways? Or why not?

Why is it that your teaching was less successful for this group of learners compared to another?

Why is it that your teaching was successful in one aspect, but not in another?

What are student perspectives on these findings? | The changes had a positive impact on most students in my class, as, once they become more familiar and comfortable with receiving questions in my feedback, they were able to develop the skills needed to think about what they were doing and work out problems for themselves. The changes worked for the more able students who already had some self-regulation skills, including those who are capable of working independently or with a buddy.

The changes didn't work for the less able students who didn't have the necessary language skills and capability to act on feedback independently. I found that while I was focusing on the whole class, these students still required direct instructional feedback. I feel my changes weren't successful for these less able students as I need to give them more time and individual attention to help them learn to act on feedback. |

Adjustments needed / plans for action What different approaches could you try? Should you ask the students? What are the implications for future teaching? What can you adapt, refine or revise in your understanding of your students' learning? What will you do next to ensure that your students continue to achieve? What new goals do you want to set? (Return to scanning)	I feel I could continue to use questioning in my feedback with all students in my class, but modify the questions to suit the student's capabilities. All students need to be challenged to work out things for themselves instead of relying on me for the direct instructions or answers. My new goal is to work with a smaller group of less able students to teach them to respond to feedback. I need to focus on giving feedback in relation to their effort and matching it to their needs, with the level of support they require. We could try role play to help them practice responding to feedback and to help them learn to think of and voice questions.