

IMPACT Pedagogical Model

Executive Summary

This report brings together over six years of research into the IMPACT Pedagogical Model by Griffith University's School of Education and Professional Studies (2016 to 2021). Phase 1 established and validated the theoretical foundations of the IMPACT Pedagogical Model in relation to Online learning; Child Development theories; and Learning theories. Phase 2 shifted the research to examine the pedagogical principles and practices associated with the IMPACT Pedagogical Model, and the enactment of theory in practices in schools and classrooms. Phase 3 examined the use of IMPACT Pedagogical Model in regard to quality teaching and learning online and in the classroom. This work highlighted the integral importance of building student capabilities and enhancing teacher practice beyond content instruction so that students become future-ready learners who can apply, connect and transform ideas as individuals and collective-knowledge makers. Figure 1 outlines the progress of the model over this time.

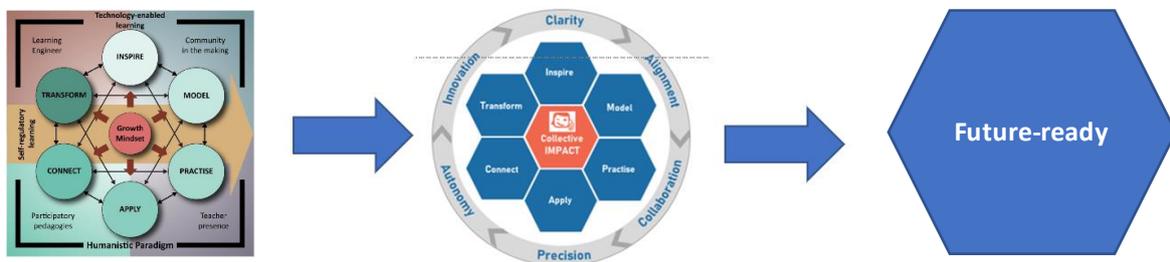


Figure 1 - Phases of research of the IMPACT pedagogical model

Key outcomes of the research

The IMPACT Pedagogical Model:

- is a valid and transferable model for any schooling context and classroom; in-person, blended, fully online and highly-flexible learning;
- supports the development of future-ready students, educators and schools;
- underpins a whole school approach to pedagogy that emphasises a collective impact on student and staff success;
- aligns and integrates evidence-based pedagogical approaches, practices and high-impact teaching strategies, and enhances them to provide clarity and continuity;
- provides a dynamic common language for differentiated teaching and learning that can be used across all year levels and curriculum areas.

Why use the IMPACT Pedagogical Model

Students use IMPACT to become self-regulated learners, enhancing their understanding of how to learn and developing positive attitudes that drive behaviour and learning practices that support the achievement of positive results.

School leaders use IMPACT to lead collaborative inquiry and talk with teachers, colleagues, students, parents and industry experts about teaching, learning, thinking and wellbeing in a meaningful, accessible way.

Teachers use IMPACT to engage in collaborative inquiry and to make deliberate, responsive, and timely pedagogical decisions to personalise teaching and learning and ensure all students experience success. The pedagogical model provides a **beginning teacher** with a method for establishing effective routines and activity options and offers the **experienced teacher** a set of criteria to make choices about the value and relevance of a potential activity, strategy or tool.

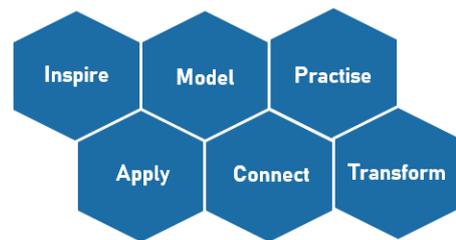
Parents/carers use IMPACT to support their child's education. IMPACT's common language provides an entry point to understanding and talking about the phases of a comprehensive learning experience and individual needs.

The IMPACT Pedagogical Model responds to the needs and demands of a learner living in a rapidly changing world who must think critically, be creative, problem solve, and build ideas with others in **unstable and changing contexts**. Lessons from COVID-19 indicate that teachers and students need strong patterns of learning engagement that can cross **temporal and spatial** boundaries and be adopted rapidly to ensure the continuation of quality education. The IMPACT Pedagogical Model can provide students, teachers and their carers with a language, learning process and roadmap for continuity from classroom to online.

IMPACT Pedagogical Model – a roadmap to continuity

Inspire, Model, Practise, Apply, Connect and Transform.

IMPACT synthesises 'how' – by outlining six significant pedagogical elements that form a succinct, dynamic and holistic common language that help educators to establish and drive a roadmap for teaching and learning continuity across a school, and across traditional and emerging delivery modes and platforms.



IMPACT can be used by all members of a school community and provides schools with the freedom and flexibility to align existing best practice to that identified by the latest research. Some important features of IMPACT pedagogical model are:

- The six elements of IMPACT can be used in order to enhance a gradual release model.
- The six elements of IMPACT are not a linear progression of static steps. They can be reordered, layered and integrated to promote a dynamic, differentiated approach.
- The six elements of IMPACT should be called upon across a unit or project, whereas some, not all elements, are used in a single lesson.
- The IMPACT Pedagogical Model can be contextualised by the teacher to advance capability and differentiate teaching and learning.
- The IMPACT Pedagogical Model provides a more holistic approach than some individual learning theories, processes or frameworks. It emphasises the qualities of existing pedagogies and aligns and enhances them to provide clarity and continuity.

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