

The Learning Bar

Parent & Caregiver Survey Success Strategies

School Supports Learning

Supportive schools provide the resources, high expectations and individualized support that students need to succeed. The teaching and learning that takes place at school plays a crucial role in ensuring a positive school climate and academic achievement (Cohen et al., 2009). Research has consistently found that a critical element associated with gains in student learning is teachers' effective use of class time (Scheerens, 1992). An educational climate characterized by strong leadership and professional learning for teachers can help support student learning and achievement (Amsalu & Belay, 2024).



Why is it important?

- Schools can positively impact student learning by introducing research-based practices, including focusing on visible and challenging goals, well-paced and structured lessons, quality feedback and meta-cognitive strategies (Hattie, 2009).
- Teacher support plays a significant role in enhancing student's lives, as positive teacher behaviours help improve students' overall life satisfaction and well-being (Suldo et al., 2006).
- By instilling beliefs and practices that characterize high-expectations, schools can create conditions that support the success of every student (McDonald et al., 2016).
- Shared understanding about the learning expectations for students helps develop and maintain positive communication between home and school (Patel et al., 2008).

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In Practice



What can schools do to support student learning?

Schools can support student learning by emphasizing the knowledge and skills that most contribute to teacher effectiveness.

These include:

- Offering detailed guidelines for assignments that clearly establish standards for success that are attainable for all. School must effectively communicate these expectations and avoid ambiguous success criteria.
- Holding students accountable for meeting expectations and, when they are ready, offer opportunities for further growth through student autonomy.
- Using student performance indicators as opportunities to inform instructional practices and adjust approaches to teaching.
- Creating opportunities to regularly observe student work and to provide assistance when needed (e.g., circulating and providing informal feedback while students work on a task).
- Regularly monitoring student engagement in learning. Data from student feedback questionnaires can be used to assess student needs and inform teaching practices.
- When lecturing or giving presentations, regularly stopping and posing questions, thereby training students to be alert and engaged in case they are called upon.
- Rewarding and acknowledge students who follow instructions and apply themselves to classwork.

By facilitating these student-oriented approaches, schools highlight the role that students play in their own learning (Anderson, 2004).

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