

## The Learning Cycle - See also: [The ISP Start](#)

Under what conditions does learning (not) happen? A summary of fundamental theories of instruction

Learning Environment	
<b>Time and Space</b>	The physical environment supports learning (effective culture and instructional design)
	Procedures are established for the learning to start, progress, and conclude effectively
<b>Culture</b>	Behavioral expectations and agreements are clear
	Interactions with and among students foster rapport, focus, and effort
	Infractions are addressed and reported with consistency and care
Instructional Design	
<b>Plan</b>	What is to be learned (daily objective), why (relevance), and how (instructions), are all clear
<b>Progression</b>	The learning starts where students are, with a review of prerequisites
	New learning is developed small-step-by-small-step to optimize cognitive load Students have access to the necessary scaffolds (materials, peer support, teacher support)
<b>Active learning</b>	Students learn by doing to leverage cognitive lift All students are engaged in all activities
<b>Accountability and Feedback</b>	A visible product keeps all students accountable
	All students receive some form of feedback on their learning
<b>Consolidation and review</b>	The learning of the day is consolidated in an easily accessible form for future reference
	The learning of the day will be reviewed and become a prerequisite for future lessons

