

GRADUAL RELEASE OF RESPONSIBILITY IN THE CLASSROOM

4 INSTRUCTIONAL PHASES

20 TIPS AND PROCEDURES

30 EXAMPLES

BY DOUGLAS FISHER AND NANCY FREY

FOUR PHASES, POWERFUL INSTRUCTION MOVES

The gradual release of responsibility (GRR) instructional framework is a template for powerful and effective instruction. Use it to hone your craft as a teacher and create and deliver more effective and engaging lessons.

The GRR framework is built on evidence about how learning works. Simply put, we learn by first observing or listening to others and then apprenticing ourselves – using new knowledge and practising new skills until they become OUR knowledge and skills.

The instructional moves within the GRR framework are effective with students at all year levels and in every subject area. You can deploy them in any order, to suit where your students are in the learning process. In the classroom, the GRR framework empowers you to provide what your students need, when they need it.

THE GRADUAL RELEASE OF RESPONSIBILITY FRAMEWORK



What GRR Isn't	What GRR Is
Scripted and rigid steps	Flexible and responsive phases
Completed in a lockstep or linear order	Iterative, cyclical, sometimes overlapping and carried out in an order that makes sense
Partially enacted in a single lesson	Fully present in every lesson
Equally divided among instructional minutes	Allocated based on student learning needs

RESEARCH FOUNDATIONS

- Bandura's (1965, 1972) research into attention, retention, reproduction and motivation and his conclusion that learning is a social endeavour
- Piaget's (1952) theory of schema and the development of mental processes
- Vygotsky's (1962) work on zones of proximal development
- Pearson and Gallagher's (1983) theoretical construct of gradual release of responsibility to describe the development of reading comprehension
- Wood, Bruner and Ross's (1976) work on scaffolded instruction