

The main aim of this work is to clarify the concept of educational effectiveness. In the theoretical part we first of all describe different conceptualizations of effectiveness. Then we focus on the “processual effectiveness” rather than the “result effectiveness” of the learning in lien with the Czech science literature. Searching for the optimal school instruction which engage student learning is the next step. We focus on three key factors and we try to explain their principles. In our concept an effective instruction arises when students understand and adopt the instructional objectives (setting objectives), learn actively (activity) and finally they reveal the meaning in the topic (meaningfulness). The qualitative factors mentioned above were put through the time factor and thus we tried to design a model of the effective instruction. We identify five crucial stages of a lesson: setting objectives, activating prior knowledge, understanding the topic, retention of knowledge and concluding reflection. These stages create an effective learning cycle as a part of a learning spiral. For every stage we give some examples of particular instructional strategies and methods.