

Instructional Model

WARM UP (Approx. 10 minutes)		Warm up		
		<ul style="list-style-type: none"> A time to practise skills previously taught, in order to develop fluency and automaticity. Multiple exposures of previously learnt concepts to develop mastery. 		
WHOLE (Approx. 15 minutes)		Whole Class Focus		
		<ul style="list-style-type: none"> Hook- Used to hook students in to the lesson focus, in order to build engagement and prepare them for their learning. A quick and interesting hook engages students and allows them to explore and predict what the lesson might be about. E.g. artefact such as a photo, picture, book, equation. Learning intention- displayed, discussed and articulated so that students understand what they will be focusing on in the lesson. Success Criteria- co-constructed with students to develop student voice and agency. Verbs are used to prompt students. Modelling- New learning explicitly delivered to students through modelled or shared practice. <ul style="list-style-type: none"> The teacher explains the skills and strategies students need to be successful in the independent task. Make connections to prior learning and use this as an opportunity to question students to monitor understanding. No longer than the students' ages plus 3-5 minutes. 		
PART (Approx. 25-30 minutes)	Teacher Led	Focus Group <ul style="list-style-type: none"> Based on students' needs, continuously changing informed by current data (flexible grouping) Approx. 10-15 minutes long Groups of between 3-7 students 	Conferences <ul style="list-style-type: none"> One on one A time for teachers to review and set goals for individual students' needs (students at risk seen more often) Teacher to take anecdotal notes 	Roving <ul style="list-style-type: none"> Teachers rove and check in with students Fill out Cross check Can be roving conferences to provide present and forward feedback
	Other Students	Independent Learning <ul style="list-style-type: none"> A time for students to build their understanding of skills and concepts modelled in WCF by completing quality tasks planned by the teacher. Differentiated at students' point of need based on current data. Students may have the opportunity to work with others to share their strategies, ideas and beliefs Students also have the opportunity to work on their individual goals and stamina. 		
WHOLE (Approx. 5-10 minutes)		Reflection		
		<ul style="list-style-type: none"> A time used to reflect on the learning goals set, referring back to the learning intention and success criteria. Draw out key learning and concepts from the lesson. Students have the opportunity to share successes/challenges and learn from their peers. Make use of reflection prompts and tools to engage students and encourage them to be reflective learners. Consider guiding questions for planning: <i>What did students accomplish? What progress did the students make? What do students need next</i> 		