



## DROMANA PRIMARY SCHOOL INSTRUCTIONAL MODEL

Teaching follows a gradual release of responsibility model with an explicit teaching approach. *I Do* – the teacher constructs and provides a model, *We Do* – guided practice is supported by the teacher, *You Do* – the learner practices or applies new learning independently, moving towards mastery.

WE DO/YOU DO	I DO/WE DO	I DO	WE DO	YOU DO	WE DO
Prepare for Learning	Focus the Learning	Introduce new information – Explicit explanation & modelling	Provide Guided/Scaffolded Practice	Provide Independent Practice and Application	Reflect on the Lesson
REVIEW	TEACH		PRACTICE	APPLY	REVIEW
<p><b>WHAT?</b></p> <p>Review consolidates what’s been taught and commits learning to long term memory; as well as supports learning by activating prior knowledge. Review also provides an opportunity for the teacher to check for understanding to determine what students have learnt and what additional instruction they need to provide. Review enables learning to be consolidated and retrieval becomes automatic, freeing capacity in working memory for new learning.</p> <p><b>HOW?</b></p> <p>Revisit learning and regularly come back to content so students can review what’s already been taught. Focus on learning that happened recently (last lesson, this week), as well as learning that occurred longer ago (last week, last month, last term, last year). It should focus on knowledge and skills that will maximise learning progress or that is the pre-requisite skill needed for the lesson.</p> <p>Review is fast paced and should not exceed 20 minutes. It can be as short as 5 minutes.</p> <p>Design review to revisit knowledge in multiple ways and for high participation rates. Use a combination of question types, requiring students to recall facts and key ideas as well as apply their knowledge to solve problems and answer questions. Examples of review methods include:</p> <ul style="list-style-type: none"><li>• Retrieval practice</li><li>• Recording answers on a whiteboard</li><li>• Multiple choice quizzes</li><li>• Call and response.</li><li>• Pair Share</li><li>• Cold-Calling</li><li>• Answering true/false or agree/disagree statements.</li><li>• Summarisation</li><li>• Quality Vote</li><li>• Do now activities.</li><li>• Elaborative interrogation (what? How? Why?)</li><li>• Sentence starters</li><li>• Fill in the blanks.</li></ul>	<p><b>WHAT?</b></p> <p>A Learning Intention is a short statement about the goal of a lesson, series of lessons or task, and what students are expected to learn by engaging in it. They are most effective when used together with Success Criteria. Success Criteria break down each step towards achieving the Learning Intention, helping students to understand what they need to know and be able to do.</p> <p><b>HOW?</b></p> <p>During planning, break down relevant content descriptors from the Victorian Curriculum 2.0 into parts and sequence the learning from simple to complex. Focus on the specific skills or knowledge that students need to learn and make it clear as to what it is that students need to be able to do, know and demonstrate (what they will make, say do or write).</p> <p>Learning Intentions and Success Criteria are written in student friendly language and are brief, clear and measurable. Learning Intentions use verbs such as ‘compare’, ‘predict’, ‘solve’, ‘describe’. Articulate Success Criteria as ‘I Can’ actions.</p> <p>Teacher states and fully explains the Learning Intentions and Success Criteria at the beginning of the lesson and refers to them throughout the lesson. All unfamiliar terms are unpacked and defined, and students are asked to explain the learning intention in their own words so that teacher can check for student understanding of the task.</p> <p>Review the LI and SC at the end of a lesson to identify if further instruction is required.</p>	<p><b>WHAT?</b></p> <p>New content is explicitly taught through a structured, sequenced approach. Teachers break down new information using explanation, demonstration and modelling. Introducing new information is most effective when it is broken down into manageable chunks that teachers explicitly explain and model.</p> <p><b>HOW?</b></p> <p>Limit unnecessary information and break new information into manageable chunks and a logical sequence of small steps. Move on to the next chunk of information once students have mastered content.</p> <p>Explain key vocabulary and new information clearly and concisely. Use an appropriate pace. Explicit explanations are brief, interactive and include frequent opportunities to check for understanding. Teachers respond by re-teaching or providing further explanation.</p> <p>Demonstrate and think aloud through teacher modelling. Narrate your thought processes as you work through tasks or procedures. Model with worked examples; gradually reduce the number of examples as students approach mastery.</p> <p>Use clear and concrete examples and non-examples and analyse similarities and differences. Design non-examples that prevent or address misconceptions.</p> <p>Use checks for understanding to determine readiness for guided practice and move into the next phase of the lesson when readiness is demonstrated.</p>	<p><b>WHAT?</b></p> <p>Teacher provides support to students (scaffolds) so they can successfully complete learning tasks. Intentionally providing and then gradually removing scaffolds over time enables students to achieve Learning Intentions. This focuses on managing students cognitive load as they process and acquire new learning. Guidance and scaffolding is required (such as step by step instructions and visual aids) and are gradually faded as students begin to master each area of learning. Scaffolds that use visual prompts – graphs, diagrams, concept maps combined with aural and print prompts and most effective.</p> <p><b>HOW?</b></p> <p>This phase is designed for full participation and engagement. Teachers provide deliberate practice opportunities with teacher guidance. Teacher monitors student practice and uses responsive teaching practices to guide and support students. For students that don’t require guided practice (if they have mastered the content), scaffolds can be reduced or replaced with problem solving and decision making. Teachers provide immediate actionable feedback and students act on feedback.</p> <ul style="list-style-type: none"><li>• Mini Whiteboards</li><li>• Choral responses</li><li>• Example problem pairs</li><li>• Pair Share</li><li>• Cold-Calling</li><li>• CFU and address misconceptions</li><li>• Hinge-Point questions.</li><li>• Spaced Practice</li><li>• Sentence stems/sentence starters</li><li>• Talk for writing</li><li>• Guided notes</li><li>• Discussion frame-work</li><li>• Templates</li></ul> <p>Identify what you want the students to do with the skill on their own and move into the ‘Apply – You Do’ phase when you have reached 80% of the class displaying understanding.</p> <p>Monitor progress to determine what targeted guidance you may need to offer for some students; and identify students requiring extension and challenge.</p>	<p><b>WHAT?</b></p> <p>Learning needs to be consolidated after explicit teaching. Students need to retrieve and practice knowledge in different ways and contexts and at spaced intervals. Use tasks for students to demonstrate knowledge and provide a range of related tasks to enable students to apply knowledge multiple times in different ways. When students have sufficient knowledge, they need to engage in deep learning tasks to further consolidate knowledge and demonstrate mastery through open tasks, problem solving and structured inquiry.</p> <p><b>HOW?</b></p> <p>Independent tasks need to take into account the different levels of knowledge and skills of individual students and the type of task that students now need to engage with. The type pf task provided also depends on where you are in the learning cycle. You may be ‘practising’ or you may be ‘applying’.</p> <p><b>Practice:</b> Some students will require independent practice of the taught knowledge/skills so that they can retain their learning and understand how and when to use it. Vary the way students demonstrate their knowledge and move from familiar to unfamiliar tasks to manage cognitive load.</p> <p><b>Apply:</b> Once students have developed sound knowledge and skills through sufficient practice, they need to be provided with opportunities to successfully extend and demonstrate their learning beyond what they have been explicitly taught. Tasks should be appropriately challenging through a variety of structured, guided and open tasks that build in detail, complexity and abstraction as students develop mastery. This will help students apply their learning more effectively than continued explicit teaching. Design learning tasks following explicit teaching and practice that enable students to transfer what they now know and can do to new or unfamiliar problems, situations or contexts – problem solving and real-world tasks.</p> <p>During this phase, roam the room with frequent checks for understanding and use responsive teaching techniques to differentiate. Use feedback that is timely, actionable and specific.</p>	<p><b>WHAT?</b></p> <p>Short summary of what was taught to reflect on the lesson.</p> <p><b>HOW?</b></p> <p>Review the Learning Intentions and Success Criteria with students at the end of the lesson to confirm that the intended learning has been achieved and identify any gaps in understanding that can be addressed in future lessons.</p> <p>Use these practices:</p> <ul style="list-style-type: none"><li>• Reflect</li><li>• Review</li><li>• Evaluate</li><li>• Student choral response</li><li>• Students provide an answer on whiteboard.</li><li>• Think – pair – share</li><li>• Summarisation</li><li>• Self-explanation</li><li>• Mini Quiz</li><li>• Quality Vote</li><li>• Answer a multiple- choice question</li><li>• Answer a true/false or agree/ disagree statement</li><li>• Call and Response</li><li>• Cold Calling</li></ul>

