



Sebastopol Primary School Instructional Model - Numeracy

Tuning In (5mins)

- Strengthening understanding of number, vocabulary, counting skills or efficient mental strategies.

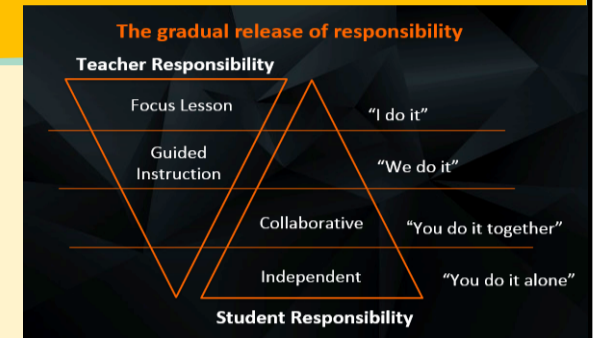


Opening (5mins)

- Learning Intention & Success Criteria: Vocabulary is Presented / Developed & Explained.
- Focus numeracy strategy, skill or behaviour is explicitly explained.

Mini Lesson (10-15mins)

- Explicit teaching of the skill or concept.
- Teacher scaffolds the learning through the Gradual Release of Responsibility to show students both **WHAT** and **HOW** to do the work during work time.



Work Time/Catch/More Work Time (30mins)

Independent Learning

The teacher plans a quality task that ensures differentiation for all students.
The students have the opportunity to work with others and discuss their ideas and strategies.

Teacher Focus Group

The teacher is guiding a group of students with like needs to achieve a more complex learning outcome than what they could achieve independently.

Catch

The teacher responds to teachable moments and explicitly teaches to individuals or small groups of students as required.

Independent Practice

Students working in mixed or similar ability groupings on differentiated tasks that support or reinforce a skill, strategy or concept. Students work independently from the teacher. Students are encouraged to collaborate and share learning.

What might this look like?

- Open ended tasks (Low floor > high ceiling)
- Differentiated point-of-need tasks

Questioning

The teacher uses a range of questions to help refocus students and to encourage them to explain their thinking.

Questions might include:

- What are you doing?
- Why are you doing it?
- How will it help you (solve the problem)?
- Can you solve it a different way?
- Have you found all the possibilities?
- Can you convince me?

High Impact Teaching Strategies (HITS) (structuring lessons applies to the whole workshop)

Opening

Structuring Lessons
Feedback
Setting Goals
Explicit Teaching
Questioning

Mini Lesson

Structuring Lessons
Explicit Teaching
Worked examples
Metacognitive Strategies
Questioning
Feedback

Work Time/Catch/More Work Time

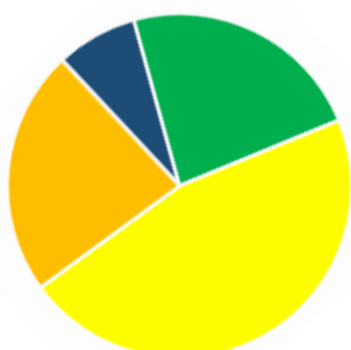
Structuring Lessons
Explicit Teaching
Differentiated Teaching
Collaborative Learning
Worked Samples

Multiple Exposures
Questioning
Feedback
Setting Goals
Metacognitive Strategies

Debriefing

Structuring Lessons
Metacognitive Strategies
Questioning
Feedback
Setting Goals
Explicit Teaching

Lesson Structure



- Opening
- Mini Lesson
- Work Time/Catch/More Work Time
- Debriefing

Debriefing (10-15mins)

- Revisit Learning Intention & Success Criteria.
- Students articulate what they have learnt and share the strategies or process they used to achieve the intention of the lesson
- Respond to misconceptions about today's learning
- Recognise and celebrate student learning