

Nathalia Primary School Instructional Model

Teachers at our school enable students to maximise their opportunity to learn by:



- Implementing Hattie's direct teaching approach i.e.
 - having a clear idea of the *learning intentions*
 - knowing what the *success criteria* of performance are and informing the students of these standards
 - building *commitment and encouragement*
 - providing plenty of opportunities for *supervised or guided practice*
 - closing a lesson by *reviewing* the learning covered
 - providing *follow-up opportunities* for independent practice where the student repeats the learning so it is not forgotten

Teachers at our school encourage students to become increasingly responsible for their own learning by:

- Helping each student develop a *conscientious, participatory, organised and resilient* approach to school
- Establishing *clear success criteria* and / or assessment rubrics before a task is undertaken
- Encouraging students to be risk-takers and *adventurous* in their approach to learning
- Encouraging students to *set goals, assess and reflect* on their performance where appropriate
- Enabling students as individuals and groups to explore a range of ways to investigate tasks employing the concepts of *multiple intelligences, Bloom's taxonomy and the thinking curriculum*

Teachers at our school undertake planned and meaningful assessment by:

- Monitoring student progress and inform planning using a range of
 - assessment types* – diagnostic, formative and summative
 - assessment tools*, eg. Teacher designed, objective, online
 - assessment styles*, both formal and informal



Nathalia Primary School Instructional Model

Teachers at our school enable students to maximise their opportunity to learn by:

- Providing an authentic curriculum that relates to students' real lives, has leverage, endurance and prepares them for the next level of learning
- Implementing Hattie's direct teaching approach i.e.
 - having a clear idea of the *learning intentions*
 - knowing what the *success criteria* of performance are and informing the students of these standards
 - building *commitment and encouragement*
 - providing plenty of opportunities for supervised or guided practice
 - closing a lesson by reviewing the learning covered
 - providing follow-up opportunities for independent practice where the student repeats the learning so it is not forgotten
- Teaching and emphasising literacy and numeracy as core and essential subjects
- Planning class work that is sequential, integrated and based on clearly articulated learning outcomes
- Using a backward design approach based on essential learning outcomes and appropriate evidence of student performance to inform lessons and resources
- Recognise the needs, talents and interests of students and having these reflected in the curriculum content and learning tasks.
- Ensuring they have prior knowledge of student abilities so they can structure learning appropriately
- Implementing a range of learning tasks, including information and communication technologies (ICT), multi-literacies, multiple intelligences, Bloom's taxonomy and other thinking principles
- Using student performance, (formative assessment), as feedback in modifying teaching strategies
- Accommodating the needs of all students at both ends of the performance spectrum by providing various entry points for tasks, (zone of proximal development), catering for the varying abilities of individuals and groups
- Construct and frame questions and activities which cater for a range of abilities and to promote deeper thinking
- Encourage a range of valid options for students when recording and presenting their work. This might include written work, art work, ICT presentations, performance
- Encouraging students to investigate and solve problems, develop and employ creative solutions, to reflect and think about thinking (metacognition)
- Providing frequent different opportunities rather than merely spending more time on tasks
- Establish a culture of engagement, resilience and high performance
- Working cooperatively and inclusively with Education Support staff to improve the outcomes for children with special needs
- Enabling students to work individually, in pairs, small and large groups to achieve the best solution to tasks
- Providing interest-based extra-curricula activities

Teachers at our school encourage students to become increasingly responsible for their own learning by:

- Helping each student develop a conscientious, participatory, organised and resilient approach to school
- Establishing clear success criteria and / or assessment rubrics before a task is undertaken
- Encouraging students to be risk-takers and adventurous in their approach to learning
- Encouraging students to set goals, assess and reflect on their performance where appropriate
- Enabling students as individuals and groups to explore a range of ways to investigate tasks employing the concepts of multiple intelligences, Bloom's taxonomy and the thinking curriculum

Teachers at our school undertake planned and meaningful assessment by:

- Monitoring student progress and inform planning using a range of
 - assessment types – diagnostic, formative and summative
 - assessment tools, eg. Teacher designed, objective, online
 - assessment styles, both formal and informal
- Clearly outlining assessment and success criteria when planning in teams, when outlining learning outcomes to students and prior assessment tasks
- Using demonstrable evidence, what the students can do, to determine how successful they have achieved stated outcomes
- Moderating assessment with colleagues to ensure consistency
- Regularly informing students of their progress through constructive feedback