

LAUNCH

Activate prior learning

Engage in a related but simpler task. Connect to previous learning.

Vocabulary Check

Examine new vocabulary or revise in preparation for the lesson.

Learning Intentions and Success Criteria

Share learning intentions and success criteria

Make Expectations Clear

Outline the requirements of the main task. Check for clarifying questions and make sure students know what they need to do! (But don't tell them how to do it!)



EXPLORE

Learning experiences specifically designed to help achieve the learning intentions. We aim to maximise; hands on learning, intellectual stretch, problem solving and tasks with multiple entry and exit points. Depending on the level of knowledge and skill acquisition at that stage, lessons will feature a mixture of the following elements:

Targeted Explicit Teaching

- Explicit instruction of a concept or skill (I do)
- Whole class mini-lesson or small group explicit teaching (We do)
- Independent student task (You do)
- Clarify and address common misconceptions
- Highlight successful student strategies

Problem Solving / Inquiry Tasks

- Present a problem or provocation to tackle independently or collaboratively
- Step back and observe student thinking. Observe, scaffold and challenge
- Productive struggle helps develop resilience, persistence and independence
- Use questioning to elicit and deepen student thinking:

*I can see you have started to ... can you tell me why?
How does your diagram connect to the problem?*



Differentiation (Support and Extend)

- Use questioning to scaffold and extend student thinking
- Create enabling prompts / adjustments to ease entry to task
- Encourage students to show their thinking in multiple ways
- Promote collaboration, discussion and sharing reasoning with peers
- Extension tasks to encourage depth, abstraction, generalisation

Role of the Teacher

- | | |
|--------------------------------------|---------------------------------|
| - 1 on 1 conferencing | - Targeted teaching groups |
| - Assess the progress of students | - Goal setting |
| - Identify support / extension needs | - Questioning to drive thinking |

Concrete - Representational - Abstract

We support students with access to manipulatives to move from a concrete understanding to being able to represent ideas visually and then develop fluency using abstract mathematical symbols and representations to explain their reasoning.

REFLECT

Feedback & Reflection

Refer and link back to the learning intentions and success criteria. Highlight student solutions and strategies

Promote a Community of Learners

Teacher facilitates discussions where students put forth ideas, contest ideas and debate the merit of different strategies or solutions.

How was this similar to what you did?

What did you think ... was trying to do?

Do you have advice for...?

Listen without evaluation. Reinforce appropriate terminology, definitions and symbols.

Formalise main ideas of lesson and make connections between student discoveries and ideas and the original learning intentions.