



Short game or task that practises already known/taught concepts. Prepare students for learning.

WHOLE CLASS FOCUS

HOOK

Invitation to learning. Eg: simple story, artefact or technology. Should be linked to the learning intention.

LEARNING INTENTION

A sentence that clearly states what the teacher wants the students to learn, understand or be able to do.

MODELLED

Explicit teaching of skills or concepts. Teacher demonstrates and thinks aloud.

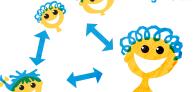
SHARED

Explicit teaching of skills or concepts. Student input is expected.

SUCCESS **CRITERIA**

Construction of criteria which will allow both students and teacher to evaluate whether they have learned what was intended. Usually co-constructed.

Students work individually or collaboratively with other students on a quality task that was presented during the whole class focus. Tasks are differentiated, based on ongoing assessment.



The teacher collaborates with students on a shared task, focused on the learning intention.





The teacher stops the session to refocus or reteach a concept, based around teacher observation. This occurs as appropriate and relates to the success criteria.





The teacher works 1:1 with a student on a learning goal or concept.

Ongoing formative assessment will set the scene for these sessions.



The teacher guides students as they think and talk their way through a task related to the learning intention. This includes explicit teaching discussion and independent work.







The teacher utilises teachable moments and uses a range of question techniques to enhance student learning. The teacher monitors learning and provides feedback related to the learning intention/success

and/or

REFLECTION

The teacher supports the students to review their success, based on the success criteria and learning intention.

> A reflection tool may facilitate the process.





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