








INSTRUCTIONAL MODEL

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LESSON STRUCTURE		HITS	PEDAGOGICAL MODEL
<p>Non Negotiables</p> 	<ul style="list-style-type: none"> Numeracy is taught 1 hour a day, 5 hours a week Planning occurs in a collaborative environment, based on the Victorian Curriculum Achievement Standards and student data Planning focus is on the LPS Numeracy Curriculum – Prioritised content is taught in all classrooms and time is given according to student learning the content. Pre and Post Assessment is completed on students linked to Proficiency Scales. Proficiency standards are used in all classrooms and act as learning goals for the students All students have access to their own proficiency scale There is a strong belief that all students can learn to <i>the standard</i> and above and that every child gains a year's growth for a year's input. 		
<p>Warm Up</p>  <p>5 minutes</p>	<ul style="list-style-type: none"> Engaging, active and all students are involved Promotes students to think mathematically Games, tasks, problems, puzzles, etc. 	<p>COLLABORATIVE LEARNING QUESTIONING</p>	<p>ENGAGE</p>
<p>The Standard</p> 	<ul style="list-style-type: none"> A clear learning goal for every lesson – taken from the proficiency scale Clearly visible in the classroom and written for students to understand 	<p>SETTING GOALS</p>	<p>EXPLORE</p>
<p>Explicit Teaching</p>  <p>10 minutes</p>	<ul style="list-style-type: none"> Linked to the standard Pitched at the standard Clear and concise vocabulary Effective questioning 	<p>EXPLICIT TEACHING QUESTIONING WORKED EXAMPLES METACOGNITIVE STRATEGIES</p>	<p>EXPLAIN</p>
<p>Task</p>  <p>35 minutes</p>	<ul style="list-style-type: none"> Differentiated Built upon the Maths Proficiencies; Understanding, Fluency, Problem Solving, Reasoning Allows for discovery and connections between topics Linked to the real world Sequenced accordingly Materials available for all students Open-ended, mixed ability, investigations, etc. 	<p>DIFFERENTIATED TEACHING QUESTIONING COLLABORATIVE LEARNING FEEDBACK MULTIPLE EXAMPLES</p>	<p>ELABORATE</p>
<p>Reflection</p>  <p>10 minutes</p>	<ul style="list-style-type: none"> Reflection of learning Tied into the standard Student-driven Reflection sticks, exit passes, share time, discussion, etc. 	<p>GOAL SETTING-revisit FEEDBACK QUESTIONING</p>	<p>EVALUATE</p>
<p>Assessment</p> 	<ul style="list-style-type: none"> Assessment of student learning - ZPD, marked against the proficiency scale Used to identify student learning and to evaluate the teaching and learning program Observations, markings, checklists, tests, etc. 		<p>EVALUATE</p>