



LPS Wellbeing Growth Model

INSTRUCTIONAL CORE

Non Negotiables



- Social and Emotional Learning (SEL) is taught for a minimum of 1 hour per week.
- Students are given the opportunity to write in their journal at least twice per week.
- Planning occurs in a collaborative environment, based on the Victorian Curriculum Achievement Standards and student data
- Planning focus is on the LPS Wellbeing Growth Model – Prioritised content is taught in all classrooms across all levels of the school.
- Students' wellbeing is measured at least twice per term.
- **There is a strong belief that all students can learn to *the standard* and above and that every child gains a *year's growth* for a *year's input*.**

LESSON STRUCTURE

HITS

PEDAGOGICAL MODEL

Prime

5 minutes

- All students are involved in an engaging, active task that builds trust and connection amongst peers.

COLLABORATIVE LEARNING

ENGAGE

The Standard



- A clear learning goal for every lesson – taken from the Learning scale
- Clearly visible in the classroom and written for students to understand

SETTING GOALS

EXPLORE

Explicit Teaching



10 minutes

- Linked to the standard
- Pitched at the standard
- Clear and concise vocabulary
- Effective questioning

EXPLICIT TEACHING
QUESTIONING
METACOGNITIVE STRATEGIES

EXPLAIN

Task



35 minutes

- Differentiated
- Allows for discovery and connections between concepts
- Linked to the real world
- Sequenced accordingly
- Materials available for all students
- Open-ended, mixed ability, investigations, etc.

DIFFERENTIATED TEACHING
QUESTIONING
COLLABORATIVE LEARNING
FEEDBACK
MULTIPLE EXPOSURE

ELABORATE

Reflection



10 minutes

- Reflection of learning
- Tied into the standard
- Student-driven
- Reflection sticks, exit passes, share time, discussion, etc.

GOAL SETTING- revisit

FEEDBACK

QUESTIONING

EVALUATE

Assessment



- Observations
- SEW - PAT
- Students Attitude To Schools Survey

EVALUATE