

Como Secondary College Instructional Model

We nurture and challenge every student through quality teaching and a connected school experience to become confident, engaged and responsible citizens.

Design

Know your content

- Identify critical material and sequence of learning
- Identify Essential Vocabulary
- Determine sequencing of concepts and skills
- Decide how to contextualise content
- Review Curriculum
- Plan for **Delivery**

Know your students

- Use sources of data to inform delivery
NAPLAN, OLNA, SAIS, RTP
- Predict potential misconceptions
- Plan Scaffolding for difficult tasks

Plan to support

- Plan a supportive, safe and accountable learning environment

CMS SEOTA

Planning
and
preparation

Delivery

Summative
assessment
and analysis

Review

AfL

- Assess What Went Well
- Reflect on attainment against WALT and WILF
- Review formative assessments and artefacts
- Ascertain "Where to from Here?"

AoL

- Assess against syllabus
- Review summative assessments

Provide formal feedback

- Verbally, SEQTA, Carer/Parent Engagement

Delivery

Do Now

Anticipatory set with purpose i.e. review previous content, surface prior knowledge

WALT · WILF · TIB

Contextualise learning and link with prior knowledge

Daily Review

Revise learning from last lesson, last week, last month

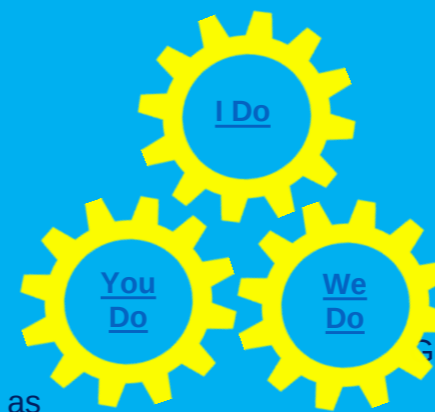
Essential Vocabulary

Essential for making sense of what will be taught

Be
gin
ning

Present new material in small steps.
Explain and demonstrate what students need to know and do.

Teacher models, deconstructs and thinks aloud.



Independent practice.
Teacher checks as students work.
Teacher provides scaffolding for challenging tasks.

Guided and supported practice.
Complete tasks in groups and with the teacher.
Teacher provides worked examples.

Obtain a high success rate
Frequency and questioning

Eng
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Str
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Feedback

Provision of explicit feedback to students about performance against WALT and WILF

Review Activity

AfL

Student reflection on learning and understanding

En
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