Instructional Model
POLICY

Rationale

Cardinia Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school, parents, carers and community to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

Cardinia Primary School's instructional model is designed to allow for consistent and collaborative instruction across classes. The instructional model will be used to determine how teaching and learning will take place for individuals and groups of students. The instructional model has been devised around evidence based approaches. It will be adopted by all teachers at Cardinia Primary School, across all learning areas.

As per the Department of Education and Training's guidelines (2015):

An instructional model:

- supports schools to develop a shared language about teacher practice;

- supports teacher reflection and informs the professional learning needed; and

- engages and motivates teachers to consider how their teaching practice can best support student learning.

Cardinia Primary School's instructional model has primarily been based on the Gradual Release of Responsibility. The Gradual Release Model is a best practice instructional model where teachers strategically transfer the responsibility in the learning process from the teacher to the students (Fisher & Frey, 2013).

Implementation

Vision

At Cardinia Primary School we will provide a safe, caring and inclusive learning environment that inspires, challenges and supports all students to achieve their personal best.

Philosophy

At Cardinia Primary School:

- we will provide a safe, nurturing and engaging learning environment;

- we will be inclusive and accept all members of the school community;

- we will implement consistent whole school teaching and learning practices through agreed systems and processes;

- we will provide explicit instruction with clear learning intentions, success criteria and high expectations of all students;

- we will encourage each student to strive for their personal best through differentiated learning;

- we will empower students to take ownership and be actively involved in their learning;

- we will encourage students to be active participants in their school and wider community;

- we will value creativity and innovative thinking;

- we will closely monitor student wellbeing and achievement; and

- we will value our role as educators and through targeted professional development strive for continuous improvement.

Values

Cardinia Primary School's values are:

- **Resilience**

  We keep trying and never give up.
  We think positively.
  We accept challenges.
  We know that mistakes are part of learning.
  We bounce back from things that hurt and disappoint us.

- **Respect**

  We respect the needs and rights of everyone.
  We accept and embrace difference.
  We listen to each other and our teachers.
  We follow the rules.
  We look after our school and treat school resources with care.

- **Working Together**

  We can achieve more together than we can on our own.
  We learn from each other.
  We work as a team.
  We make sure no one is left out.
  We are part of the community.

- **Personal Best**

  We always put in our very best effort.
  We have a go, even when things are hard.
  We accept help and support from others.
  We try to learn from our mistakes.
  We focus on our own achievements.

- **Caring**

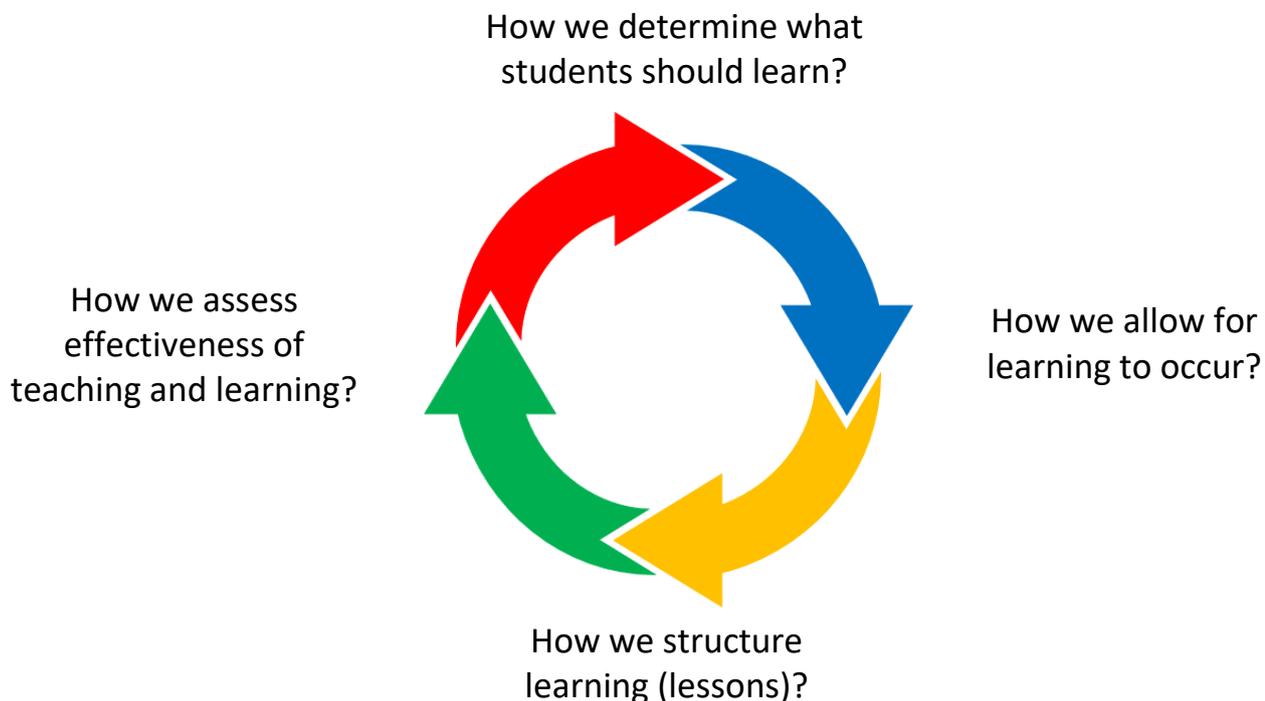 *We care about others and consider their feelings.*
  We are fair and kind.
  We include everyone.
  We look after ourselves and take care of each other.
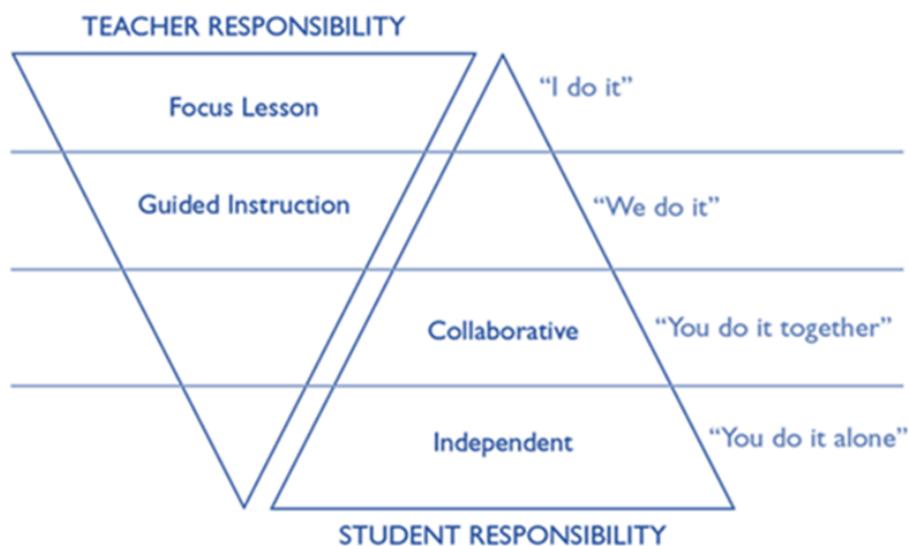 *We are a big family.*

The Teaching and Learning Cycle

The Teaching and Learning Cycle will be used to assess the effectiveness of teaching and learning and to inform future practice. Teachers will have the Teaching and Learning Cycle visible and it will be used as a point of reference during meetings and professional discussions, in relation to teaching and learning.

How we determine what students should learn?

How we assess effectiveness of teaching and learning?

How we allow for learning to occur?

How we structure learning (lessons)?

See Appendix 1 for more detail.

Gradual Release of Responsibility

TEACHER RESPONSIBILITY

Focus Lesson — "I do it"

Guided Instruction — "We do it"

Collaborative — "You do it together"

Independent — "You do it alone"

STUDENT RESPONSIBILITY

At Cardinia Primary School teachers will implement a Gradual Release of Responsibility, enabling a balance between focused instruction, differentiated guided instruction, collaborative learning, independent practice and feedback.

The Gradual Release of Responsibility will be utilised according to the needs of individuals and groups of students. This release may occur over a lesson, a day, a week, a month or a year (Fisher & Frey, 2013).

Mentoring Roles and Responsibilities

Teacher and student roles and responsibilities are clearly defined in the Gradual Release of Responsibility. Refer to Appendix 2 for full details.

Workshop Model

At Cardinia Primary School the Workshop Model will be used as a guideline to plan individual lessons.

In the following example, the timing has been based on a 1 hour lesson. Timing for each lesson will need to be flexible with students' level of attainment and understanding taken into consideration.

Whole (10-15 minute lesson)

Learning intentions and success criteria will be established (with or without student input). Must be understood by students.

- Explicit teaching
- Modelling
- Shared instruction

Part (at least 40 minutes)

- Structure activities at the students' point of need
- Guided teacher focus groups
- Independent work
- Collaborative work
- Conferencing
- Monitoring
- Fluid groupings to allow for point of need teaching – 'the learning pit'

Whole (5-10 minutes debrief)

- Feedback/reflection of learning
- Feed forward
- Feed up
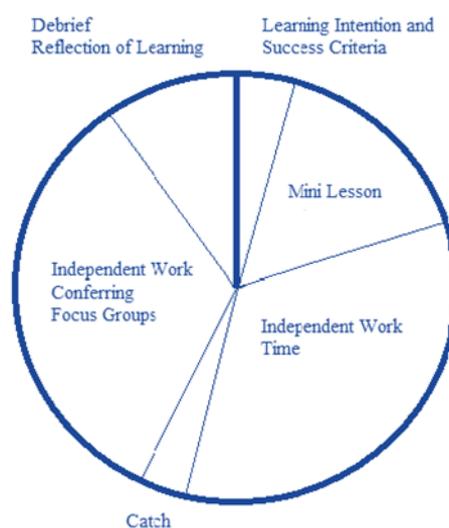
Glossary

See Appendix 3 for more detail.

References

- DEECD. e5 Instructional Model. (2010). Melbourne: Department of Education and Early Childhood Development, Victoria.

- Fisher & Frey, (2013). Better Learning through Structured Teaching – A Framework for the Gradual Release of Responsibility.

- Wisconsin Department of Public Instruction

- Tony Evers, State Superintendent

  https://dpi.wi.gov/ela/instruction/framework

Evaluation

This policy will be reviewed every three (3) years or as deemed necessary.

Ratified

As this is an operational policy it is not required to be ratified by School Council.

Appendix 1

THE TEACHING AND LEARNING CYCLE

How we determine what students should learn	How we allow for learning to occur	How we structure learning (lessons)	How we assess effectiveness of teaching and learning
• Curriculum + fuse elaborations • Prior knowledge/ interests/ student voice • Assessment Formative Summative (5-6 weeks to consolidate student learning on given goal – surface, deep and transfer model) **Supporting Documents:** • Victorian Curriculum Department scope and sequence as a point of reference • Previous teacher's knowledge **Supporting Documents (yet to be developed):** • CPS yearly plan to ensure topics are revisited through the year • Whole school plan/year plan, so staff know what to teach and when as well as prior learning • Curriculum aligned websites that can support this and appropriate teaching approaches	• Comfortable, safe environment for learning • Routines and structures • High expectations • Anchor charts • Differentiated curriculum • Cross grade professional discussions • Providing multiple resources to allow for varying learning styles and needs • Knowledge of the curriculum and relevant PD • Students and teacher agreed goals at individual students' point of need (for example: teachers can have 3 or 4 goals that students fit in for progression of learning. This will form flexible groupings for the unit of work)	Based on 1 hour lessons Timing will be slightly flexible **Whole (10-15 mins)** • Establish a learning intention (with or without student input) and success criteria. Written or verbal and evident for student reference. • Explicit teaching • Modelling • Graphic organisers • Shared instruction **Part (At least 40 mins)** • Structure activities at the students point of need • Teacher focus • Guided activities • Independent group x1 or 2 • Observation • Conferencing • Monitoring • Fluid groupings to allow for point of need teaching – 'the learning pit' • Activities that allow multiple entry and exit points - allowing students to enter and exit the activity at their point of need to allow individual learning growth **Whole (5-10 mins)** • Feedback/reflection of learning • Gradual Release of responsibility • Celebration of growth	• Conferencing Individual Group Peer • Informal - observations, notetaking, checklists, etc. • Peer observations/ feedback/ engagement/ discussions • Summative Assessment (see glossary) • Formative Assessment (see glossary) • Summary Reflection Lesson Unit • Peer/individual reflections • Rubrics • Professional Learning Communities (regular professional conversations with colleagues/moderating) • Student and teacher set goals from the start of the unit of work - reflected upon and determined what is needed next in student learning. • Use of GradExpert to record and track data.

Appendix 2
MENTORING ROLES AND RESPONSIBILITIES

	Teacher	Students	Example questions (can be modified for students)
Introduction	Learning Intention and Success Criteria		
I do it *Direct Instruction*	- Examples - Provides direct instruction - Establishes goals and purpose (Learning Intention and Success Criteria) - Models - Thinks aloud - Keeps to the focus – 3Cs (clear, consistent and concise) - Presents new material in small steps	- Actively listens - Takes notes - Asks for clarification	What do the students already know? How do I know this? Where to next? Why am I teaching this? How can I relate this to students' real life? What strategies/techniques can I use to demonstrate this?
We do it *Guided Instruction*	- Ensures high rates of success - Interactive instruction - Works with students - Checks, prompts, cues and questioning - Provides additional modelling - Meets with needs-based groups - Allowing for practice until fluent	- Asks and responds to questions - Works with teacher and classmates - Completes process alongside others - Practice until fluent - Student returns to 'I do' if they do not understand	What can you see? What types of questions am I asking? Is the cognitive load shifting from teacher to student? Am I linking the unknown to the known? How do I know when students are ready to take more of the cognitive load?
You do it together *Collaborative Learning*	- Moves among groups - Clarifies confusion - Provides support - Organises for differentiation - If students are not mastering, reteach and use an alternative approach	- Works with classmates, shares outcome - Collaborates on authentic task - Consolidates learning - Completes process in small groups - Looks to peers for clarification	How else can we explain that concept? How can I provide students with opportunities to demonstrate knowledge to other students?

	Teacher	Students	**Example questions** (can be modified for students)
You do it independently *Independent Practice*	• Provides feedback • Evaluates • Determines level of understanding • Checks and correct to validate differentiation	• Works alone • Relies on notes, activities, classroom learning and anchor charts to complete work • Takes full responsibility for outcomes • Continue practising	Is this independent work supporting student point of need? Is independent work extending students to use new learning/understanding? Is the task authentic? Are the students reaching the desired outcome?
Reflection	• Check Learning Intention and Success Criteria	• Student reflection	Have students attained required understanding? Could I have taught this in a different way? Have students retained understanding of concept and apply it in the future? Are students able to articulate their learning? Are students ready to expand on their understanding?

Appendix 3
GLOSSARY

Catch

A catch is a pause during independent or collaborative learning time to re-address student understanding or misconceptions. This could be a pause for a group of students or the while class.

Collaborative/cooperative learning

Collaborative/cooperative learning is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task or create a product. Collaborative learning relies on students actively participating in negotiating roles, responsibilities and outcomes. Collaborative learning allows students to consolidate their understanding by becoming the teacher of a new concept.

Conferencing

Conferencing is the process by which a teacher can meet with groups/individuals in order to establish how learning is progressing and where to go next. A conference should last for approximately 5 minutes. The purpose of a conference should be determined prior to sitting down with the group/student.

Curriculum standards

The Victorian Curriculum F-10 outlines curriculum standards which apply to students from Foundation to Year 10 in Victorian government schools. http://www.vcaa.vic.edu.au/Pages/foundation10/f10index.aspx

Deep learning

Deep learning occurs when students explore problems further by combining core academic content, higher-order thinking skills, and learning dispositions. When students are challenged to move from surface knowledge to deeper levels of understanding, they are more engaged and committed to extending and applying their learning.

Differentiated teaching

Differentiated teaching refers to methods and techniques teachers use to extend the knowledge and skills of every student in response to each student's starting point. The objective of differentiation is to lift the performance of all students, including those who are below and above year level expectations.

Explicit Teaching

Explicit teaching is teacher centered instruction that is focused on clear behavioral or cognitive goals and outcomes. The purpose and goals will be clear to the students.

Feedback

Feedback describes various types of communication about learning to a student or teacher. Effective feedback is specific and constructive. It identifies strengths in the work being examined, highlights important areas to be developed and offers strategies for developing them. Students can provide feedback to their teacher by reflecting on the learning process and content, identifying issues and offering ideas.

This feedback enables teachers to reflect on their practice and make changes to improve students' learning progress and achievement. Teachers can provide feedback to students informally by guiding students' work and answering questions to help them complete tasks, and formally by assigning marks, annotating student work and setting new learning goals with students.

Feed forward

Feed forward focuses of a student's direction going into the future; where to next?

Feed Up

Feed up refers to setting and establishing clear goals for the students. Where am I going? What are the goals?

FISO - The Framework for Improving Student Outcomes

FISO has been developed to help increase the focus on student learning in schools. The key elements of the framework are an Improvement Cycle for continuous improvement, an Improvement Model that incorporates four state-wide priorities, and Improvement Measures to enable us to measure our success. http://www.education.vic.gov.au/school/teachers/management/improvement/Pages/FISO.aspx

Flexible/fluid groupings

Flexible/fluid groupings are groups that allow for student movement depending in the needs of the students and the learning that is going to take place. Fluid/flexible groups allow for the movement of students on a lesson, daily, weekly basis, as they are showing mastery of learning.

Focus Group

A focus group is a small group of students that have been determined to have the need for the same instructional practice. Focus groups can be used for structuring guided practice.

Focused Instruction

During focused instruction the teacher will make the purpose of the lesson clear to the students. They will then provide direct explanations, modelling and think alouds in order to support the students. Focused instruction is generally conducted with the whole class and last for no longer than 15 minutes. Focused instruction does not have to come at the beginning of the lesson, rather as required in the Gradual Release of Responsibility.

Formative assessment

Formative assessment is ongoing assessment integrated with the teaching and learning process for the purpose of improving learning. It incorporates all assessments made by teachers, students and peers that provide information about learner progress and achievement. Teachers use it to inform learning program adjustments that better meet the learner's needs. Examples of formative assessment include moderation, feedback, hot-seat questioning, all-student response and question shells. Formative assessment focuses on evaluating where students are at, offers feedback to the student or the teacher, and guides lesson design and individual instruction.

Guided Instruction

Guided instructions will almost always be conducted with small, purposeful groups that require similar instructional focuses as determined by formative assessment. Strategies to implement in this phase of the Gradual Release of Responsibility are cues, prompts and questions in order to guide students to more complex thinking.

Independent Practice

Independent practice refers to the student completing tasks with no assistance from others. In this phase the student will apply information, ideas, content, skills and strategies to solve problems and complete required work.

Learning goals

Learning goals are specific statements describing intended student attainment of essential concepts and skills. Learning goals are often used to distinguish between specific learning intentions and the overarching aims of a unit, subject or lesson.

Learning intention

Learning intention is a description of what students are expected to know, understand and do by the end of a lesson, unit of work or program. Learning intentions should be expressed in language students can understand. During the learning process, learning intentions are modified according to the learning achievement demonstrated by students. When developed in collaboration with the students, learning intentions help students take ownership of their learning.

Learning outcomes

Learning outcomes describe what students must know and be able to do to satisfactorily complete a task or a unit of work, as specified in the learning program.

Metacognitive strategies

Metacognitive strategies empower students to think about their own thinking and learning. Awareness of the learning process enhances students' control over their own learning and enhances their capacity for self-regulation.

Metacognitive activities may include planning how to approach learning tasks, evaluating progress and monitoring comprehension.

Modelling/Demonstrating

Providing verbal and physical examples of the steps and processes of how or why something is done.

Moderation

Moderation is a process whereby teachers develop a shared understanding of what achievement of the standard at a particular level looks like, and then compare individual teacher assessments to either confirm or adjust them. The aim is to ensure teacher assessments are consistent and comparable.

Observations

Observations require the teacher to closely monitor the progress of each student in order to ensure learning is occurring. Observations can be recorded for future reference and can be conducted as the teacher roams around the classroom.

Peer observations can also be utilised in order to improve teacher practice.

Ongoing assessment

Ongoing assessment is the integration of learning, performance, assessment and feedback in a cycle that promotes progress along the learning continuum. Frequent assessment and feedback to students improves motivation and engagement in learning, and enhances learning achievement.

Peer feedback

Peer feedback involves students in the process of providing feedback on each other's work. Students discuss the extent to which each other's work meets the success criteria and learning outcomes established by the class at the start of the learning process.

Peer observation

Peer observation is a developmental learning opportunity for teachers. It focuses on individual teachers' needs and aims to support sharing of best practice and to build awareness about the impact of teaching. Integrating peer observation within existing structures, such as a School Strategic Plan, facilitates improved line of sight between personal and collective improvement goals. Guidance materials for conducting peer observation are available at
http://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/peerobservation.aspx

Point of need

Point of need refers to the next step in the learning progression a student is ready and prepared to learn. The teacher will use formative assessment to determine what skill and understanding the student requires to continue to move forward in their learning. Point of need can vary from student to student depending on their prior understanding and knowledge.

Protocols

Protocols provide a structured process for interaction among participants. Classroom protocols must promote participation, ensure equity and build trust.

Roaming

Roaming refers to the teacher moving around the classroom during collaborative and independent work to monitor student progress and understanding.

Shared norms

Shared norms are the rules a group uses to define appropriate and inappropriate values, beliefs, attitudes and behaviours.

Scaffolding

Scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process.

SMART Goals

SMART goal setting creates verifiable trajectories towards a certain objective, with clear milestones and an estimation of the goal's attainability.

S = Specific

M = Measurable

A = Attainable

R = Relevant, Rigorous, Realistic, and Results Focused

T = Timely and Trackable

Summative Assessment

Summative assessment is an assessment administered at the end of a unit or learning in order to measure student achievement and understanding.

Teaching Strategies

Teaching strategies can be used within various pedagogical models. Teaching strategies determine the approach a teacher uses to achieve learning objectives. Examples of teaching strategies may be found in

High Impact Teaching Strategies, Literacy Teaching Toolkit, and English as an Additional Language (EAL) strategies.

Transfer

Transfer occurs when students are engaged in deliberately applying their knowledge and skills in varied contexts. Transfer helps students to make connections across subjects, and in out-of-school contexts.

Worked examples

A worked example is a demonstration of the steps required to complete a task or solve a problem. Worked examples demonstrate what success looks like and how to achieve success. Thus, worked examples support skill acquisition and can be used as a teaching tool.