PCS Instructional Model Elaborations

Instructional Framework		Instructional Sequence		Elaborations	Links to HITS	Links to Practice Principles	Teacher	Learners	Examples of what this looks like in context
WHOLE (10-15 minutes)	EXPLICIT & ENGAGING	READY	1. Tuning In	Getting the children involved in the lesson in an engaging way	Setting Goals Questioning Multiple Exposures	**Actions: 2.1, 2.4, 4.1, 5.1**	Excite Enthuse Engage	Engage Participate Be attentive	A game, a quiz, circle time, a picture stimulus, video clip, mindfulness, book/story
			2. Connect	Forming connections with previous learning and making connections with students	Questioning Feedback	**Actions: 8.4, 3.4, 3.2**	Connect Excite Enthuse Make Links	Seek connections Question Listen Participate	Brainstorm, turn and talk, discussion about the tuning in game/quiz/video Questions about previous days learning Open ended questions/statements
			3. Gathering In/ Opening	An explicit, thought-through introduction to the session- gather in all current knowledge and ideas and utilize this in the opening of the lesson	Structuring Lessons Explicit Teaching	**Actions: 5.1, 5.2, 5.3**	Prepare Make Links Connect	Listen Focus Discuss/Share	Word wall, posing a question, using a picture stimulus Turn and talk, feely bag, quiz/games
			4. Hook into Learning	Exploring new concepts, check for prior knowledge and misconceptions, connections to real life situations and examples	Differentiated Teaching Explicit Teaching	**Actions: 2.1, 2.3, 2.2, 2.4, 5.1**	Probe Teach Make Links/Explore Prepare	Engage Open to learning Listen Discuss/Share	Circle time, turn and talk, story, question/problem
			5. Share Learning Intention	Learning Intention (WALT- We are learning to…), sharing the purpose of the session	Setting Goals	**Actions: 6.3, 1.2, 1.3, 4.2, 4.3**	Prepare Make Links Explore	Open to learning Discuss Listen	Discussion of the learning intention- displayed in the room and what this means. **<u>Has to be explicit and written up</u>**
		LAUNCH	1. Explicit Teaching	Provide instruction, demonstrate concepts and build student knowledge and skills. Show students what to do, how to do it, create opportunities to demonstrate learning in action. More than one example is demonstrated or shown to allow for a variety of learning styles. Scaffold the learning beyond student's ability.	Worked Examples Explicit Teaching Setting Goals Multiple Exposures	**Actions: 5.1, 4.1, 1.1, 1.2, 1.3, 1.4**	Explain Make Links Model Prepare Enthuse	Listen Be open to new learning Engage with learning Focus/Observe Ask questions	Broken into smaller parts/steps – mini lessons Visual aid eg. Step by step chart/anchor chart Demonstrate using concrete materials ICT/video clip ie. Wootube
			2. Modelling	Mini Lesson , Guided Practice, Modelling of thinking, scaffolding of knowledge via modelling of new skills	Worked examples Metacognitive Strategies Explicit Teaching	**Actions: 5.2, 8.2, 8.4**	Model Connect Explain Show Enthuse	Watch/Observe Be open to new learning Engage Focus	Fish-bowling (students or teacher as demonstrator) Role plays Guided instruction (teacher and students do alongside)
			3. Questioning	Eliciting predictions, planning of the sequence of what is to come	Feedback Metacognitive Strategies "self" Questioning Differentiated Teaching	**Actions: 3.1, 3.2, 5.3, 8.1**	Connect Enthuse Clarify	Focus Ask questions to understand Engage	Open questions Closed questions Question stems Can you show me another way? What do you think will happen? 5 Whys
			4. Relevant Vocabulary	Introduce new vocab/language	Explicit Teaching Multiple Exposures Differentiated Teaching	**Actions: 1.1, 1.2, 1.3**	Connect Explain Make Links Prepare	Listen Engage Question/Share Focus	Word Wall across learning areas Class-created dictionary 'Another way to say…' brainstorm
			5. Share Success Criteria	Overt discussion of dot-points that the children need to do in order to show they have learnt the concept (WILF- What I'm looking for…)	Setting Goals Structuring Lessons Differentiated Teaching	**Actions: 1.1, 1.2, 1.3, 1.4, 6.3, 7.1**	Connect Make Links Prepare Explain	Listen Open to learning Question Identify needs Evaluate/Set goals	Stated or on board at start of the lesson, referred to throughout Students creating their own goals or selecting most relevant from a menu of goals

PCS Instructional Model Elaborations

Instructional Framework		Instructional Sequence		Elaborations	Links to HITS	Links to Practice Principles	Teacher	Learners	Examples of what this looks like in context
PART 2 (25-40 minutes)	Purposeful Practice	APPLY	1. Show New Understanding	working through challenges with new knowledge, taking calculated risks to trial new learning and to apply new ideas as modelled by the teacher during explicit teaching and modelling phase of learning	Collaborative Learning Explicit Teaching Worked Examples Multiple Exposures Feedback	**Actions: 1.1, 2.4, 8.2, 7.1, 6.4, 6.2**	Listen Be present Understand Utilise needs Ask q's/Reiterate Confirm/Articulate	Be willing to try Interact Apply new learning Problem solve Persist	Independent work, small focus groups/mini lessons, applying learning in a similar activity that was modelled at the beginning of the session, a range of grouping structures that supports students working at their own level eg. Partner work, small group, 1:1
			2. Apply Feedback	testing predictions, deconstructing learning, applying new language in context, utilizing targeted resources	Feedback Questioning Metacognitive Strategies	**Actions: 1.1, 2.4, 8.2, 5.3, 6.2, 6.3**	Strategic questions Build on strengths Open-ended q's Expand on Guide/mentor	Make links Risk Taking Persist Be willing to try Independence	One-to-one conferences, peer conferences, tasks that give students opportunities to up-level prior work from feedback given, roving conferences with the teacher and feedback put into immediate context, fish-bowling to allow for self-reflection
			3. Problem Solving	Collaboration with a partner/group (peer teaching and learning, discussions, collaboration, cooperation, linking back)	Metacognitive Strategies Collaborative Learning Questioning	**Actions: 1.1, 2.4, 8.2, 1.3, 3.2, 4.1, 5.2, 6.1**	Confer Check-in Ask questions Scaffold knowledge Build on strengths	Solve problems Persist Collaborate Be willing to try Participate	Open-ended tasks, tasks with multiple entry and exit points, collaborative or games-based tasks, competition-based tasks, peer to peer instructional tasks
			4. Making Connections	Consolidation of understandings modelled in explicit teaching part of the session. Evidence of student understanding and connection with prior learning as well as new concepts modelled earlier in the cycle.	Multiple Exposures Metacognitive Strategies Worked Examples Feedback Questioning	**Actions: 1.1, 2.4, 8.2, 5.1, 5.3, 8.3, 9.3**	Ask questions Build on strengths Be prepared Prompting Link learning Validate	Check in with the teacher Be willing to try Participate Deep thinking Test learning	Independent/group/partner tasks, tasks with layered skill base that students are able to show connections to prior learning, self-assessments, peer assessments, rubrics, learning continuum reflections
		COLLABORATE	1. Share Ideas	Self-reflection, sharing of strategies, successes, trial and error, and challenges of tasks	Collaborative Learning Feedback Questioning	**Actions: 2.1, 2.2, 2.3, 2.4**	Ask questions to gain understanding Listen Be present	Collaborate Work together Interact Work together	Turn and Talk tasks, brainstorming, explain to a partner, expert roles, modelling thinking to others, fishbowl a task
			2. Scaffolding at Point of Need	Mini lessons or individual instruction at point of need. Applying the new learning/ Linking learning (small groups (mixed ability, multi-aged, social groups, skills based), differentiated tasks, open ended questions, multiple entry points). Focus Group (teacher facilitated group: consolidating concepts, skills, knowledge and scaffolding new concepts, skills, knowledge.	Explicit Teaching Worked Examples Questioning Feedback Differentiated Teaching	**Actions: 1.3, 5.1, 5.2, 5.3**	Confer Check-in Scaffold knowledge Build on strengths Be prepared Worked examples	Collaborate Work together Interact Be willing to try Open to new ideas Independence	Stop and showcase success, fishbowl, catchable moments, 1:1 scaffolding, focus groups, mixed ability groups, mini lessons
			3. Clarify Thinking	Catch the learning being applied (looking for success and then amplifying this via fish bowl- intervention on the spot/extension and remediation, questioning), students ask questions to broaden their thinking, to challenge themselves and to deepen their knowledge in a supported environment.	Multiple Exposures Questioning Feedback Metacognitive Strategies	**Actions: 3.1, 6.3**	Confer Check-in Ask questions to ascertain understanding Open questions	Check in with the teacher Be willing to try Participate Self-regulate Utilise resources	Fish bowl, teacher roving, questioning in the moment, clarifying misconceptions, intervention and assistance at the time of need, asking questions, students ask questions of each other, utilize classroom resources to clarify thinking
			4. Deepen Understanding	1:1 conferencing, Work Time (teacher gives feedback and coaches/scaffolds learning at an individual level), applied learning. Students show a deepening of their understanding from the beginning of the learning cycle and can see their progress against success criteria at a personal level	Metacognitive Strategies Questioning Feedback Worked Examples Explicit Teaching Multiple Exposures	**Actions: 1.4, 5.3, 8.4**	Confer Check-in Scaffold knowledge Build on strengths	Check in with the teacher Participate Collaborate Be reflective Review	Teacher feedback, coaching and scaffolding, 1:1 conferencing, stop and look moments during the learning, student reflection of their progress against the learning intention and success criteria, teacher and student feedback of the learning cycle, partner work, individual work, small group work

PCS Instructional Model Elaborations

Instructional Framework		Instructional Sequence		Elaborations	Links to HITS	Links to Practice Principles	Teacher	Learners	Examples of what this looks like in context
WHOLE (10-15 minutes)	REFLECT & SYNTHESIS	REFLECT	1. Debrief	Checking for understanding of concepts	Questioning Collaborative Learning Worked Examples	**Actions: 1.4, 2.1, 2.2, 3.1, 5.2, 7.1**	Reinforce understanding Check understanding Review Recount Guide discussion	Share their learning – whole class, pairs or small groups Debrief strategies used, ideas and thoughts as well as connections to new learning	Exit slips, Think, pair share, Variety of learning styles utilised to convey understanding, Asking students questions about tasks – individual, small group and whole class level, Using emotive language to reflect on a skill or task completion/refinement, 4 Corners reflections
			2. Share Strategies	Share Strategies- What did I like? What did I find hard? Will I use this strategy again? Will I use this in my daily life?? Discussion	Metacognitive Strategies Collaborative Learning Multiple Exposures Feedback Worked Examples	**Actions: 2.1, 2.2, 3.1, 5.2**	Check understanding Ask questions to ascertain understanding	Students respond to each other's learning and strategies- Supports peer conferences Discuss	Peer feedback/Turn and Talk/Think, pair Share, P.M.I, Development of working document/rubric for class success
			3. Reflect on Learning	feedback on specific learning from teacher and peers- looking for lightbulb moments, drawing conclusions, success recognition	Metacognitive Strategies Feedback Questioning Goal Setting (reflection)	**Actions: 1.4, 2.1, 2.2, 3.1, 5.2, 5.3**	Tie learning together Guide/Probe Seek concrete evidence Celebrate learning	Reflect on learning Identify successes and challenges Draw Conclusions Peer feedback Build confidences	Reflective letter, Self-assessment checklist P.M.I, Individual, small group and whole class discussion, KWL or Y chart, Grow & Glow reflections
			4. Checking In	Clarifying, questioning, digging deeply into current thinking. Checking back in with the purpose, WALT and WILF (was the learning intention met? How do I know?)- informal assessment- thumbs up, thumbs down	Goal Setting (reflection) Feedback Questioning Metacognitive Strategies Explicit Teaching	**Actions: 1.4, 2.1, 2.2, 3.1, 5.2, 5.3**	Tie learning together Question Prompt Guide next steps	Think deeply Reflect on learning Assess themselves against success criteria Identify skills learnt	Fist of 5, KWL, 5W & H, Referring back to L.I. and S.C, Get up and move if you… (to indicate where their learning is at), Thumbs up and Thumbs down, PMI, Self-reflection journals/logs
			5. Next Steps of Learning	Focus for future learning (next steps)	Goal Setting Differentiated Teaching Questioning	**Actions: 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 5.2, 5.3**	Set the context for the next lesson (make links) Anecdotal Assessment Utilise knowledge for planning Set the Hook for the next lesson Pre-empt next steps	Reflect on what they need to learn next (goal setting) Ask: What do I now need to do to acquire this skill/ concept? Self-directed goals Clarify understanding for future learning Neuroplasticity	Student developed goals, Group 'Wonder' session, SWOT analysis, Setting goals/L.I. for future learning based on teacher observations, Asking at an individual, small group and whole class level – where the kids want to go from here, Referring back to individual goals and making new/modified goals, STAR analysis, Incursions/Excursion planning from learning, Community events, Support programs, Additional assessment, Relevancy to real life, WOW Analysis