

OUR INSTRUCTIONAL FRAMEWORK



BUCKLEY PARK COLLEGE

Our High Frequency Elements

Our lessons have clear routines that introduce the lesson focus, facilitate engaging with content and reflect on prior learning

Teachers establish classroom routines and procedures and acknowledge students positively adhering to these

Teachers show enthusiasm and passion for our subject areas and the content being taught and learnt

We are respectful and consistently fair in our relationships with students

Teachers are interested in students' lives and backgrounds

We recognise and reward students' efforts and learning

Our lessons encourage student input, feedback and questions

Teachers consistently provide targeted, high quality feedback to students

Together we model our school values: *Honesty, Determination, Respect, Responsibility, Creativity, Trust, Tolerance*

Introduce the Learning	Engaging With Content	Review and Reflection
<ul style="list-style-type: none"> ◆ Teachers have a positive and welcoming demeanour and we acknowledge students when they arrive. ◆ We establish a safe and supportive learning environment in which all students feel, and are, included. ◆ Teachers share clear, written learning intentions/goals and success criteria with students. ◆ Teachers use an activity to motivate, engage and stimulate curiosity for the lesson. ◆ We provide structured time, activities and questions to reflect on previous learning and link learning intentions with prior lessons and knowledge. 	<ul style="list-style-type: none"> ◆ Teachers ensure that learning activities are appropriate and support the learning intention/goal and success criteria for the lesson. ◆ We allow students time and structured activities during the lesson to apply their knowledge and understanding of concepts taught. ◆ Teachers know the content deeply and provide relevant and meaningful examples for students. ◆ Opportunities are provided for students to work individually, in groups and whole class activities. ◆ Teachers ensure that students' individual learning needs are catered for; including those who need extra support (have not yet learnt it) and those requiring further challenge and extension. ◆ Teachers plan real opportunities to encourage students to share their thinking, prior knowledge and to connect their experience to new learning. ◆ Teachers use effective and varied questioning techniques to support students to make links to the content and to support deep thinking. ◆ Teachers move around the room to check in with individual students to ensure understanding, engagement and progress toward the lesson intention/goal ◆ Teachers use a range of effective ICT tools, strategies and approaches to support student learning. ◆ Teachers engage students in cognitively complex tasks using high-yield strategies. 	<ul style="list-style-type: none"> ◆ Teachers provide structured time and activities for reflection and discussion about the key concepts of the lesson. ◆ Teachers use a range of strategies to show we understand where students are, in terms of meeting the learning intention. ◆ Students measure or self-assess their level of understanding. ◆ Teachers provide recognition for student work, student effort and provide constructive feedback. ◆ Teachers ensure that students are enabled to provide a range of feedback to the teacher. ◆ Teachers provide a signpost to future learning to link this lesson to the next one/s.