## KOOWEERUP SECONDARY COLLEGE – EFFECTIVE TEACHING MODEL

<table>
<thead>
<tr>
<th>WHAT THE TEACHER IS SAYING AND DOING</th>
<th>STRATEGIES AND VISUAL CUES IN THE CLASSROOM ENVIRONMENT</th>
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</thead>
<tbody>
<tr>
<td><strong>Encourage, acknowledge and value all student contributions</strong></td>
<td><strong>GREETING</strong>&lt;br&gt;• Positive body language and eye contact with students&lt;br&gt;• Teacher visible for greeting</td>
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<td><strong>GREETING</strong>&lt;br&gt;• Greet the class positively&lt;br&gt;• Ensure orderly entry to classroom&lt;br&gt;• Speak to some individual students in class</td>
<td><strong>ORGANISING</strong>&lt;br&gt;• Resources available&lt;br&gt;• Rules for the classroom&lt;br&gt;• Lesson plan on board</td>
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<td><strong>ORGANISING</strong>&lt;br&gt;• Mark the roll (use a quick roll-marking activity as required)&lt;br&gt;• Settling the class&lt;br&gt;• Room set up as appropriate&lt;br&gt;• Write outline of lesson the board</td>
<td><strong>INTRODUCING</strong>&lt;br&gt;• Visual information of instructions&lt;br&gt;• Demonstration of teaching resources&lt;br&gt;• Students listening&lt;br&gt;• Hands up to join class discussion</td>
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<td><strong>EXPLAINING / INTRODUCING</strong>&lt;br&gt;• Give a clear outline of goals and the lesson plan&lt;br&gt;• Explain work output expected for the lesson and time frame&lt;br&gt;• Link to previous learning&lt;br&gt;• Connect to the real world</td>
<td><strong>ENGAGE / EXPLORE</strong>&lt;br&gt;• Brainstorms&lt;br&gt;• Questions and answers&lt;br&gt;• Discussion or visual examples of tasks linked to real world</td>
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<td><strong>Encourage, acknowledge and value all student contributions</strong></td>
<td><strong>EVALUATE / ENGAGE / EXPLORE / ASSESSMENT “for” TARGETING LEARNING, IDENTIFYING INDIVIDUAL NEEDS</strong>&lt;br&gt;• Teacher centred instruction / modelling / explaining / clarifying&lt;br&gt;• Establish prior knowledge of needs, values, background perspective and interest of students&lt;br&gt;• Question students about previous learning&lt;br&gt;• Identifying needs for students and groups</td>
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<td><strong>ELABORATE / ASSESSMENT “as” LEARNING</strong>&lt;br&gt;• Teaching moving around the room&lt;br&gt;• Interaction with individuals&lt;br&gt;• Using effective questioning&lt;br&gt;• Redirecting / refocussing the students</td>
<td><strong>ELABORATE / EXPLAIN / ACTION</strong>&lt;br&gt;• Students working independently, in pairs or in groups&lt;br&gt;• Students utilising teaching resources in the classroom&lt;br&gt;• Conferencing and reinforcement</td>
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Acknowledging and supporting differentiated learning

**ELABORATE / EXPLAIN / ENSURE DEEP LEVELS OF THINKING AND APPLICATION**
- Supporting and encouraging
- Problem posing and solving
- Giving clues
- Promote independent and interdependent learning

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**Teacher directed processing of learning**

**Encourage, acknowledge and value all student contributions**

**REFLECT / EVALUATE / ASSESSMENT “of” LEARNING**
- Tick off the lesson’s goals
- Questioning about what was learnt

**SUMMARISING**
- Summing up, clearing up issues
- Share time

**WHERE TO**
- Next lesson
- Homework (giving instructions to fill in the diary)
- Big Picture

**PACKING UP**
- Tidy up the room
- Student dismissal by teacher
- Say goodbye to students

**LEARNING CONDITIONS**
- Quiet time
- Hands up
- Teacher directed

**EVALUATE**
- Group discussion
- Summarising

**PLANNING AHEAD**
- Use of reflective tools (KWL)
- Where to from here
- Writing on board due dates for homework