At Albany Hills State School we believe that our students deserve and receive an education of the highest quality. We value the professionalism of our teachers to make the decisions about pedagogy and curriculum that best suit the diverse learning needs of their students. We acknowledge that while flexibility in the way that curriculum is delivered is one of the significant factors behind the academic successes of our students, there are several key components that make up a high quality lesson. These key components are outlined below.

**Warm Up**

*Orientation*
- Teacher... • States learning intent (WALT)
  • States success criteria (WILF)
  • Reviews prior relevant curriculum
  • Activates student engagement
- Students... • Actively listen – this may need to be taught as a skill
  • Make connections to prior learning
  • Seek clarification if unsure
  • Are focussed and receptive to learning
  • Are active participants in warm up activities

**Ramp Up**

*Direct Instruction*
- **I Do**
  - Teacher... • Models/demonstrates
    • Thinks aloud
    • Monitors understanding
  - Students... • Actively listen
    • Take notes
    • Seek clarification

*Guided Instruction*
- **We Do**
  - Teacher... • Works with students
    • Checks and prompts
    • Models again as necessary
    • Differentiates for students with diverse learning needs
  - Students... • Asks and responds to questions
    • Works with teachers and peers
    • Completes guided process

*Collaborative Instruction*
- **You Do**
  - Teacher... • Monitors student progress
    • Clarifies confusion
    • Provides additional support to students with diverse learning needs
  - Students... • Work in small groups or pairs
    • Discuss learning and strategies
    • Complete work in small group
    • Work with peers to clarify thinking

*Independent Practice*
- **You Do**
  - Teacher... • Provides feedback to students
    • Evaluates student learning
    • Determines level of understanding
  - Students... • Work independently
    • Relies on notes, activities, and classroom learning to complete tasks
    • Takes full responsibility for outcome

**Wrap Up**

*Plough back*
- Teacher... • Provides reflection opportunities
  • Reviews success criteria
- Students... • Learn to be reflective learners
  • Assess themselves based on the success criteria
  • Sets goals for future learning