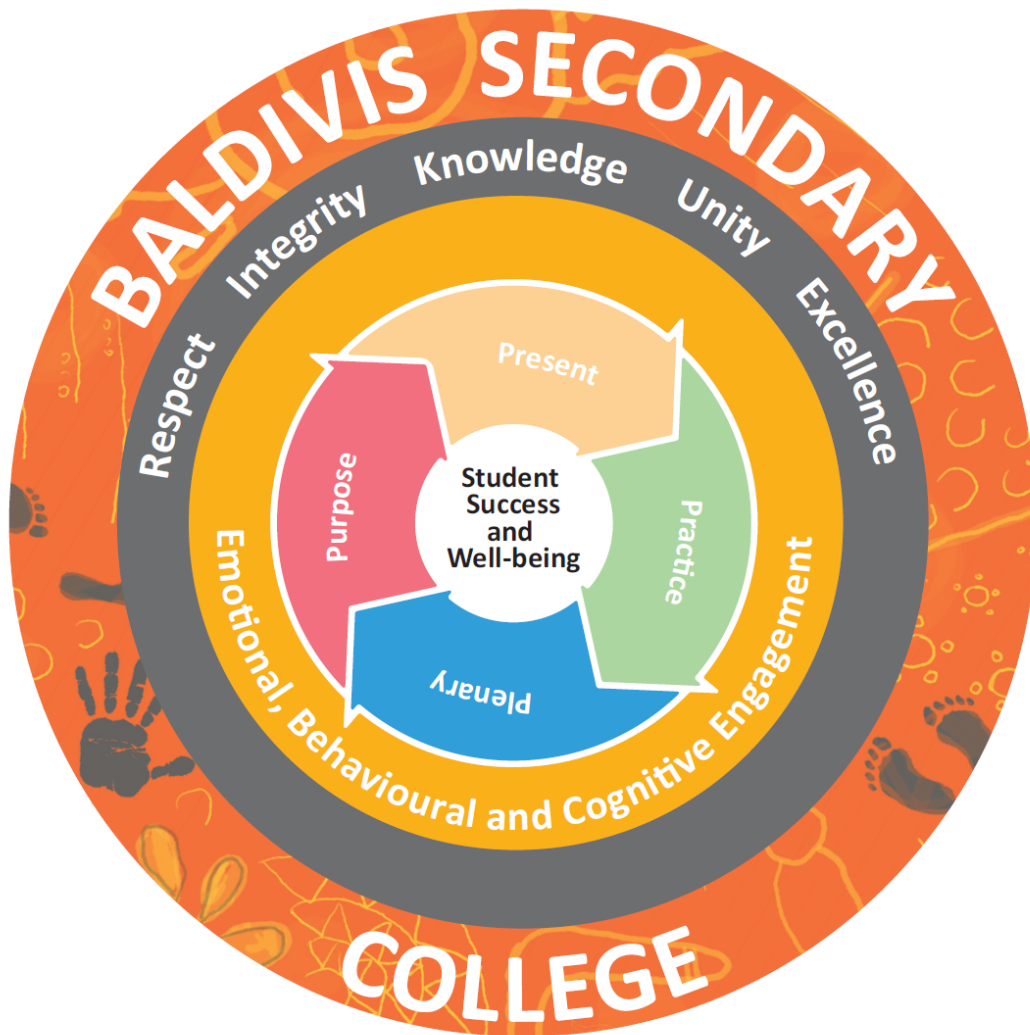


INSTRUCTIONAL MODEL

Baldivis
Secondary College

Being the best that we can be



THE BALDIVIS WAY

We believe that all individuals in our community should have every opportunity extended to them to assist them to achieve personal excellence in all they do and be the best that they can be.

2022 BSC Instructional Model

We know that teachers grow their professional practice and generate improved student outcomes when they teach in a school where there are clear expectations of the teachers in terms of the quality of their practice.

Building on Strength (DoE 2021)

In general, better student outcomes are achieved through more effective, evidence-based school and classroom practices. Schools as Learning Organisations (ACER)

1. A message from our Principal



All teachers want to be the best they can be for their students. They want to be sure they are using the most effective instructional strategies and practices to ensure that all their students learn efficiently and successfully. They want their classrooms to be places where students are actively engaged in meaningful, relevant and challenging work every day. And they want to be responsive to the wide range of learning needs of their students.

Being the best teacher consistently and pervasively can be a daunting task, however. The challenge is that teaching is a complicated endeavour. As such, the Instructional Model provides a “blueprint” of effective instruction which enables us to enact our vision of ensuring that all individuals in our community have every opportunity extended to them to assist them to achieve personal excellence in all they do and be the best that they can be.

The Baldivis Secondary College Instructional Model provides a cohesive structure made up of evidence-based components proven to be effective in exemplary schools. Whilst maintaining the core structure of the framework, teachers are encouraged to unleash their creativity to accommodate the variation in teaching styles, content areas, and student needs. It provides consistency, organisation, and certainty that all teachers are planning and providing the most effective instruction, empowering them to plan and teach at their best and for all students to reach their highest potential in every lesson.

2. Overview – The Baldivis Way

We believe that all individuals in our community should have every opportunity extended to them to assist them to achieve personal excellence in all they do and be the best that they can be.

The Baldivis Way is a core set of teacher behaviours, actions and evidence-based instructional strategies and skills that teachers consciously, deliberately and explicitly demonstrate in their work. By using an explicit and consistent approach, we aim to improve, model and teach appropriate behaviours to produce responsible, respectful and productive citizens.

Our college’s instructional approach is designed to meet individual student interests, aspirations, and needs; address academic, behavioural, social-emotional, and physical development; build a sense of self and belonging for all students; and align with a shared vision for readiness.

Our college’s approach to learning is driven by student voice; prioritizes the development of self-knowledge and student agency; and ensures all students experience an engaging, empowering, and inclusive learning

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environment. As an AVID Site of Distinction, the AVID Mission and Vision sit at the core of our instructional framework:

AVID Mission:

AVID Australia’s mission is to **close the achievement and opportunity gaps** by preparing all students for **post-secondary** education, **skills development** and **work-readiness so they can participate** in a global community as **productive citizens**.

AVID Vision:

If we hold all students and teachers **accountable** to the **highest standards**, provide **academic** and **social support**, they will **rise to the challenge**.

At BSC, our core beliefs about instruction are:

- Instruction promotes student success and well-being.
- The core of our practice is knowing our students and how they learn.
- AVID and CMS strategies are best practice for improving student learning and engagement.
- Using data to plan will enhance quality instruction.
- Differentiation will provide opportunities for all students to succeed in all classes.
- Regular feedback, reflective practice, and targeted professional learning opportunities will develop high quality teaching and learning environments.

This Instructional Model has been created by teachers at Baldivis Secondary College to deliver meaningful and engaging lessons to their students by integrating the following learning approaches:

- AVID Methodologies
- Instructional skills
- Instructional strategies
- Madeline Hunter’s Lesson Design Framework
- Costa’s Levels of Thinking
- Digital Technology
- PBS
- CMS
- Student Perspective Questions

The focus areas detailed below are designed to guide the development of learning activities to facilitate the achievement of each level - they are not intended to be used as a checklist.

When we talk about student engagement at BSC, we are referring to sustained behavioural involvement in learning activities accompanied by a positive emotional tone that shows a commitment to learn (CMS Common Language).

3. Instructional Model

Level	Focus Areas
1. Emotional Engagement <i>The level of social connection and belonging that students have in relation to</i>	<ul style="list-style-type: none">• Relational Capacity The four stages of building relational capacity is foundational to establishing an environment conducive to active learning.• Social Contracts Collaboratively designed class expectations between students and teachers.

Level	Focus Areas
<p><i>school. Students need to feel safe and to belong before they want to actively participate.</i></p>	<ul style="list-style-type: none"> • PBS Respect, Integrity and Excellence. • Winning Over Building rapport with students. • Student Perspective Questions How do I feel? Is this interesting?
<p>2. Behavioural Engagement</p> <p><i>The level of observable participation. The higher the level of active participation the more likely that cognitive engagement will occur.</i></p>	<ul style="list-style-type: none"> • WICOR Teacher Selection Teachers select learning activities that address the WICOR Windows with an explanation made to students about the rationale behind these choices. • Costa's Gathering and processing level questions. • Growth mindset Teacher led activities that develop the growth mindset of their students. • PBS Respect, Integrity and Excellence. • Johnsons Five Elements of Cooperative Group Learning Face to face interaction, interpersonal and small group skills and individual accountability. • Madeline Hunter's Lesson Design Framework Lesson Intentions, Set, Input, Modelling, Check for understanding and Guided Practice. • Digital Technology Adopt and Adapt levels of AVID's 4 A's. • Active Participation Safety and Accountability. • Student Perspective Questions Is this important? Can I do this?
<p>3. Cognitive Engagement</p> <p><i>The level of higher order thinking and deep, self-regulated learning. The higher the cognitive engagement the deeper and stronger the learning.</i></p>	<ul style="list-style-type: none"> • WICOR Student Selection Students select learning activities that address the WICOR Windows with an explanation made to their teacher about the rationale behind these choices. • Costa's Applying level questions. • Growth Mindset Students independently apply and reflect upon their growth mindset. • PBS Respect, Integrity and Excellence. • Johnsons Five Elements of Cooperative Group Learning Positive interdependence and group processing. • Madeline Hunter's Lesson Design Framework Independent Practice and Closure.

Level	Focus Areas
	<ul style="list-style-type: none"> • Digital Technology Accelerate and Advocate levels of AVID's 4 A's. • Real World Problems Learning tasks are created so that students can create solutions to real world problems. • Metacognition Opportunities are created for students to reflect on their thinking throughout learning tasks.

4. Lesson Plan Guide – Overview

This lesson plan guide has been created to support the implementation of the BSC Instructional Model. This has been achieved by addressing four key questions – What is the purpose of the lesson? How will the lesson content be presented? How will students practice core elements of the lesson? What plenary activities will consolidate student learning?

Attention has been placed on creating a simple guide that can be applied across all curriculum areas and contexts to facilitate emotional, behavioural and cognitive engagement of students. This tool can be used as a planning document for lesson design and a success criteria for high quality teaching. Both Madeline Hunter's Lesson Design Framework and the instructional model template set out in the Centre for Strategic Education Seminar Series Paper (No 17, September 2021) have been instrumental in the design of this guide.

5. Lesson Phases

5.1 Purpose of the lesson

- **Greeting students** – When students feel like they belong in an educational setting, they are more likely to engage. Greeting students as they enter the room is an effective way of winning students over and building relational capacity.
- **Topic, learning intentions and essential question** – When students are aware of what they will be learning about and how this relates to them, it is more likely that they will engage in subsequent learning activities.
- **Activate prior knowledge** – When students are invited to recall previous learning experiences, they are more likely to retain this information and develop the confidence necessary to engage in new learning experiences.
- **Create interest** – If a teacher can hook students into the theme of the lesson (by creating an engaging activity) it is more likely that students will continue to engage in subsequent learning activities.

5.2 Presenting learning content

- **Input of information** – Teachers consider how information will be communicated to students in line with the purpose of the lesson and characteristics of the class.
- **Check for understanding** – Before students begin a learning task, teachers check to see that they fully understand what it is that they need to complete and that they have the skills and knowledge to complete it.

5.3 Practice towards mastery

- **Guided practice** – When students engage with a scaffolded learning activity (with adequate feedback and support) they can advance their learning beyond what they have reached after the input aspect of the lesson.
- **Independent practice** – When students have an opportunity to extend their understanding, by applying key knowledge and skill sets to real life examples and challenging contexts, they are more likely to attain mastery of core skills and concepts.

5.4 Plenary

- **Plenaries** are used by teachers at the end of a lesson to **review aims and consolidate the students’ learning**. It is an evaluative part of a lesson, where students reflect on what they have learnt and achieved during that teaching period. [Connex Education Blog | "Why do I need a plenary" \(connex-education.com\)](https://www.connex-education.com/blog/why-do-i-need-a-plenary/)
- **Summary** – When students summarise the main parts of the lesson and answer the essential question, they are able to consolidate their learning.
- **Reflection** – When students reflect on their learning and make personal connections to the purpose of the lesson, they are more likely to retain key information and apply their learning to real world contexts.

6. Lesson Plan Guide

Lesson Phase	Key Component	Must Include	Considerations
Purpose of the Lesson	Greet all students	<ul style="list-style-type: none"> • Being on time. • Take the roll. • Winning over strategies: <ul style="list-style-type: none"> - Politeness - Smile - Positive interaction - Use of names - Personal interest • Clear Instructions and expectations to start the lesson. 	<ul style="list-style-type: none"> • Check the mood of students. • Analyse the atmosphere of the class. • Acknowledge everyone. • Demonstrate genuine interest. • Set expectations e.g. pens and books out, bags in cubby holes.
	Topic, learning intentions and essential question	<ul style="list-style-type: none"> • Topic, EQ & learning intentions visible on board and explained so that all students know the scope of the work to be completed during that lesson. 	<ul style="list-style-type: none"> • Costa’s questions. • Topic and EQ linked to the curriculum. • Senior School link to SCSA dot points. • Can refer to social contracts or good standing policy.

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Lesson Phase	Key Component	Must Include	Considerations
	Activate Prior Knowledge	<ul style="list-style-type: none"> Highlight key points from previous lesson. Link to existing knowledge and skills. 	<ul style="list-style-type: none"> Engaging activities. Consider students who were absent previously. Brainstorm or use questions to prompt for sharing of ideas. Ask students to update INB - glossary, contents, highlighting, questioning, summaries, etc. from previous lesson. Quickwrite/Powerwrite
	Create Interest	<ul style="list-style-type: none"> Include a set/hook related to the topic. Use enthusiasm and positive tone. 	<ul style="list-style-type: none"> Could be a real life example, image, video clip or statistics. Marzano's Student Perspective Questions – How do I feel? Is this interesting? AVID relational capacity activities.
Presenting Learning Content	Input of Information	<ul style="list-style-type: none"> Clear communication from the teacher of core content. Focused note-taking from information on slides from the board, article or video. 	<ul style="list-style-type: none"> Student led gathering of information (either individually or in groups) using WICOR Strategies. Using examples & stepped out explanations - guiding questions for inquiry. Use of interactive notebooks & graphic organisers.
	Check for Understanding	<ul style="list-style-type: none"> Safety & accountability to ensure active participation. Multiple opportunities to check for understanding throughout the lesson. 	<ul style="list-style-type: none"> All students are included. Mix it up – use a variety each lesson. Cater for different abilities. Examples include: <ul style="list-style-type: none"> Fist of five Thumbs up/down Numbered heads Expert groups Pop sticks Interactive
Practice Towards Mastery	Guided Practice	<ul style="list-style-type: none"> Active participation (safety and accountability). A cycle of checking for understanding and providing feedback. Scaffolded learning activities based on characteristics of the class. 	<ul style="list-style-type: none"> Peer marking/checks. Safety & accountability must be in place for collaborative instructional strategy activities to be successful. Classroom management is also vital. Marzano's Student Perspective Questions – Can I do this? Johnson's Five Elements of Cooperative Group Learning.
	Independent Practice	<ul style="list-style-type: none"> Application of learning content to novel contexts – 	<ul style="list-style-type: none"> Do students need to go back to guided practice?

Lesson Phase	Key Component	Must Include	Considerations
		problem solving, real world issues, personal life of the student. <ul style="list-style-type: none"> Left hand side task in interactive notebook. 	<ul style="list-style-type: none"> Opportunity to provide choice – learning ability, digital technology, WICOR strategies, etc. Peer assessment and feedback opportunity. Metacognition and goal setting. Removing scaffolding – gradual release of responsibility.
Plenary	Summary	<ul style="list-style-type: none"> Answer the essential question. Revisit learning intentions. Revisit key teaching points. 	<ul style="list-style-type: none"> Exit pass. Finish the sentence frame. Checking for understanding.
	Reflection	<ul style="list-style-type: none"> Relate learning content to life of the student. Reflect on the application of learning content to other context s. 	<ul style="list-style-type: none"> Feedback on the lesson from the students. Teacher self-reflection. Homework for students. KWL. Foreshadowing next lesson. Students prompted to ask follow up questions.

7. Communities of Practice

7.1 Introduction

Communities of Practice is a term coined by Etienne Wenger and Jean Lave to describe a ‘community that acts as a living curriculum’ for practitioners to learn from one another irrespective of their position within the organisation (Wenger, 2009). In the learning and teaching environment, Communities of Practice form when people join together to collectively learn about a shared topic to enrich their professional practice. In order to qualify as a Community of Practice a community must share three crucial characteristics:

- A domain - the group’s identity defined by their shared interest
- A community - joint activities, regular interactions and ongoing relationships and;
- A practice - members are practitioners that develop a shared repertoire of resources (Wenger, 2009).

Communities of Practice are intended to progress the strategic learning and teaching priorities of the college, as well as support the work of curriculum teams.



7.2 Purpose

Communities of Practice have been established at Baldivis Secondary College as a strategy for promoting best practice in learning and teaching and fostering interdisciplinary networks. A community's specific purpose and goals inform the appropriate activities and technologies that support it.

7.3 Organising framework

Communities of Practice are designed, curated and facilitated around an organising framework that defines the focus of the particular Community of Practice. All BSC teaching staff locate a suitable group/s to join.

Communities of Practice are organised around the following four approaches or combinations of these approaches:

7.4 Problem solving

Most Communities of Practice have an element of problem solving. A community brings together expertise from a variety of sources to focus on solving a common problem, thus providing benefits to members.

7.4.1 Knowledge creation and sharing

One of the main tasks of a Community of Practice is to develop new knowledge that will improve the quality of learning and teaching. A knowledge development community may decide to focus on finding, collating, organising and distributing knowledge that their members use every day. This involves the community sharing information processes and filling knowledge gaps.

7.4.2 Best Practice

A Community of Practice focuses on developing, validating and disseminating best practice and one of its projects may be the documentation and dissemination of such practice.

7.4.3 Innovation

Communities of Practice may be based around issues of common interest to professional peer groups, with a focus on new and emerging areas of knowledge where there may be the opportunity to innovate. These groups can provide the basis for rapid dissemination of new ideas and resources.

7.5 Participation and joining

Staff are provided with an opportunity to select a Community of Practice at the commencement of the year (or upon arrival to the college)

7.5.1 Community of Practice Roles and Responsibilities

- Regularly attend fortnightly meetings and embody the norms and agreed protocols for making decisions and resolving conflict.
- Contribute towards the strategic planning of the Community of Practice.
- Contribute towards Lowdown entries and workshops for staff.
- Actively utilise the BSC Instructional Model and AVID Methodologies during team meetings and the development of relevant resources.

7.6 Agreements

The following operating principles are intended to assist members to clarify their expectations of each other and the community:

- Members expect to encounter at least one new learning from each encounter in the Community of Practice
- Members contribute regularly to the community
- An index of experts identifying their areas of knowledge and experience will be developed and made available to Community of Practice members
- Privacy and confidentiality are maintained within the community; and
- Views expressed are those of individual practitioner members.

7.7 Coordination and support

Each Community of Practice has a designated leader who is responsible for leading the development of the Community of Practice focus area across our college through the development of a high performing team that provides opportunities for educators to improve their understanding and application of relevant principles and practices.

7.7.1 Community of Practice Leader Roles and Responsibilities

- Create the conditions necessary to establish and maintain a high performance team which should include:
 - Documenting meetings agendas and minutes
 - Creating norms for engagement.
 - Developing protocols for resolving conflict, making decisions and equal voice.
 - Create flexible opportunities to run meetings including the use of digital technology
 - Create a 'Microsoft Team' to store digital resources and run online meetings.
- Establishing an action plan to guide the work of the team which includes goals, focus areas, timelines and evidence of success. This should relate to the College Business Plan and existing operational plans at the college.
- Oversee the allocation of responsibilities to the team to contribute towards Lowdown entries and the development of two workshops for staff
- Utilise the BSC Instructional Framework and AVID methodologies in the structure of meetings and creation of resources.

7.8 BSC Community of Practice Leaders:

BSC Community or Practice	COP Leaders
Tertiary and Career Readiness	Amanda Letch Natasha Cheater
Differentiation	Amy Stewart Simon Purcell
Social and Emotional Learning	Rosie Taylor Lee Jarvinen James Sammut Sarah Gardner
Student Engagement and Attendance (CMS and WICOR)	Kris Kennedy Kristie Corbishley
Literacy and Numeracy	Karen Corbett Abby Stevens Angela Teasdale Steph Keen
Positive Behaviour Support	Vicki Forth Craig Thompson
STEM	John Matthews Magdeline Parlevliet Peter Cheng
Caring for Country	Ali Parolo Lani Summerhayes Rita Lusted

7.9 References:

Wenger, E. (2009) Communities of practice: a brief introduction. Retrieved on August 15, 2016 from http://ussc.edu.au/ussc/assets/media/docs/other/communities_of_practice.pdf.

Cambridge, D., Kaplan, S., & Suter, V. (2005). Community of practice design guide: Step-by-Step Guide for Designing & Cultivating Communities of Practice in Higher Education. Retrieved on August 20, 2016 from <https://net.educause.edu/ir/library/pdf/nli0531.pdf>