







WHAT IF Instructional Model

The WHAT IF Instructional Model was designed to provide a framework to assist teaching practice and to develop a deeper understanding of what constitutes high quality teacher practice in the classroom. Below is an overview of the model, which describes the key elements of each domain, and includes key ideas for teachers in the classroom.



	 Why	 Hook	 Access Prior Knowledge	 Teach	 Investigate	 Feedback
Overview	<p>Teachers focus their students on the skills and concepts that will be learned, and present and provide a purpose for learning. They build engagement for learning, they empower students to manage their learning and develop agency to monitor their learning against learning intentions.</p>	<p>Teachers know their students well and engage them in a supportive environment. They motivate students by providing a hook to stimulate learning, which can be done at any stage within the lesson.</p>	<p>Teachers provide opportunities for students to present their current level of understanding. They generate and investigate questions and gather information to understand students' point of need. They identify misconceptions and preconceptions and assess what students already know, and what they can already do.</p>	<p>Teachers explicitly teach relevant knowledge, concepts and skills in multiple ways to connect new and existing knowledge.</p>	<p>Teachers monitor student progress in learning and provide structured opportunities for practicing new skills and developing agency. They challenge students' understanding and application of skills to move from surface to deep learning, and provide multiple ways to show their learning. They check for the implementation of skills and knowledge links to the learning intentions.</p>	<p>Teachers use multiple forms of assessment and feedback to survey success and to help students improve their learning and develop agency. They summarise the main learning at the end of the lesson, and monitor student progress and analyse data to draw conclusions about the effectiveness of their teaching practices, identify areas for improvement and address student individual needs.</p>
Classroom Activities	<p>Teachers will:</p> <ul style="list-style-type: none"> Connect learning to College Values (REAP) Provide a focus for learning and indicators for success so that students know what they will need to "know, do and be" during a lesson Establish success criteria (<i>At the end of the lesson I will be able to ...</i>) 	<p>Teachers will:</p> <ul style="list-style-type: none"> Stimulate interest & curiosity Brainstorm Use questioning techniques Provide mentor texts of expected work Draw on anecdotes and personal stories 	<p>Teachers will:</p> <ul style="list-style-type: none"> Use previous student examples/models to explain basis of learning Connect to prior learning in the classroom Provide vocabulary Stimulate interest and curiosity 	<p>Teachers will:</p> <ul style="list-style-type: none"> Provide model expectations for and of learning Utilise high yield strategies (including summaries, recognition, multiple exposures, graphic organisers, testing hypotheses and questioning) Consider multiple ways of presenting concepts to students at their point of need 	<p>Teachers will:</p> <ul style="list-style-type: none"> Investigate need for feedback and individual support for achievements Provide wait time Develop tasks with higher level thinking (comparisons, application, clarifications, analyses and evaluation) Check student understanding through the use of varied assessment strategies 	<p>Teachers will:</p> <ul style="list-style-type: none"> Summarise the main learning and skills at the end of the lesson Provide feedback for further learning Allow students to feedback to them about their learning Allow students to self-assess against learning intentions Ask students to provide a written evaluation of learning

