

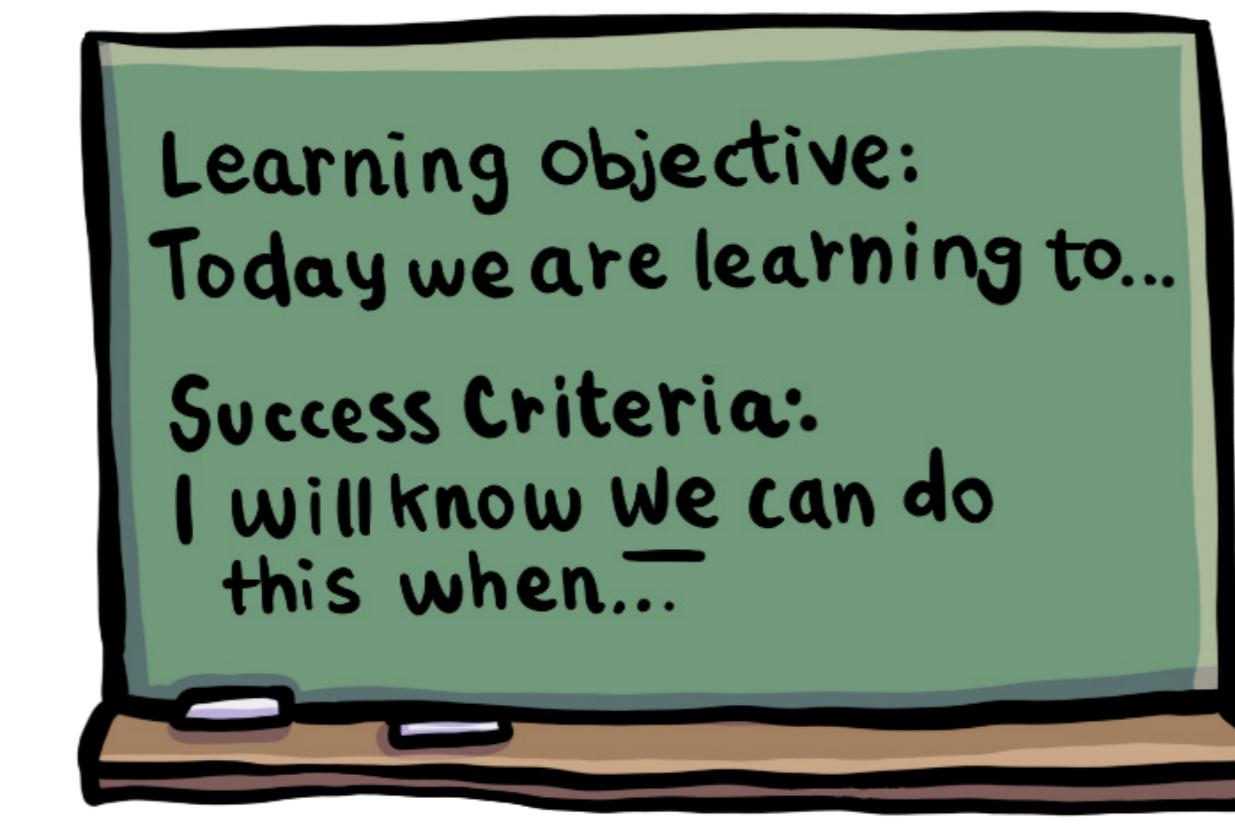


Map Learning Pathway: Plan – Establish Clarity and Intent

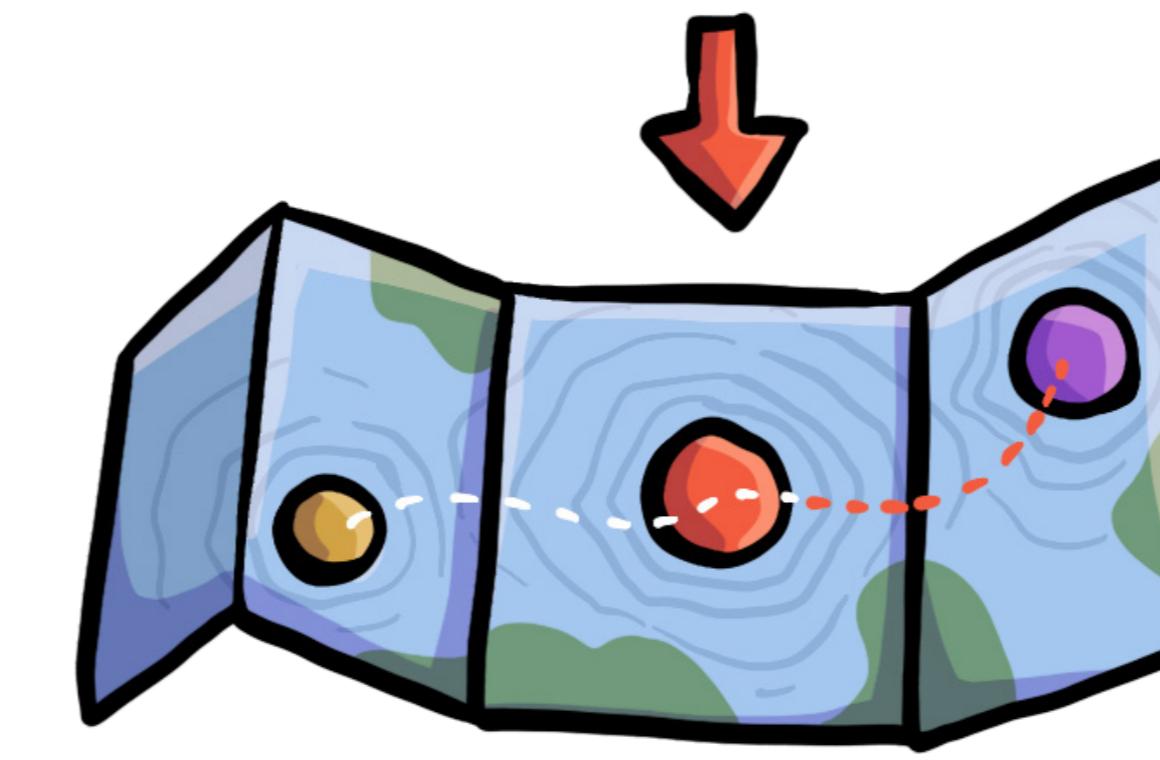
Teacher does / says:



Collaborates with colleagues to sequence evidence-based learning aligned to the curriculum.



States the Learning Objective and Success Criteria.



Clarifies how this lesson connects to prior knowledge and future learning.



Plans scaffolded questions to check understanding.



I wonder what happens when...

Models curiosity.

Student does / says:



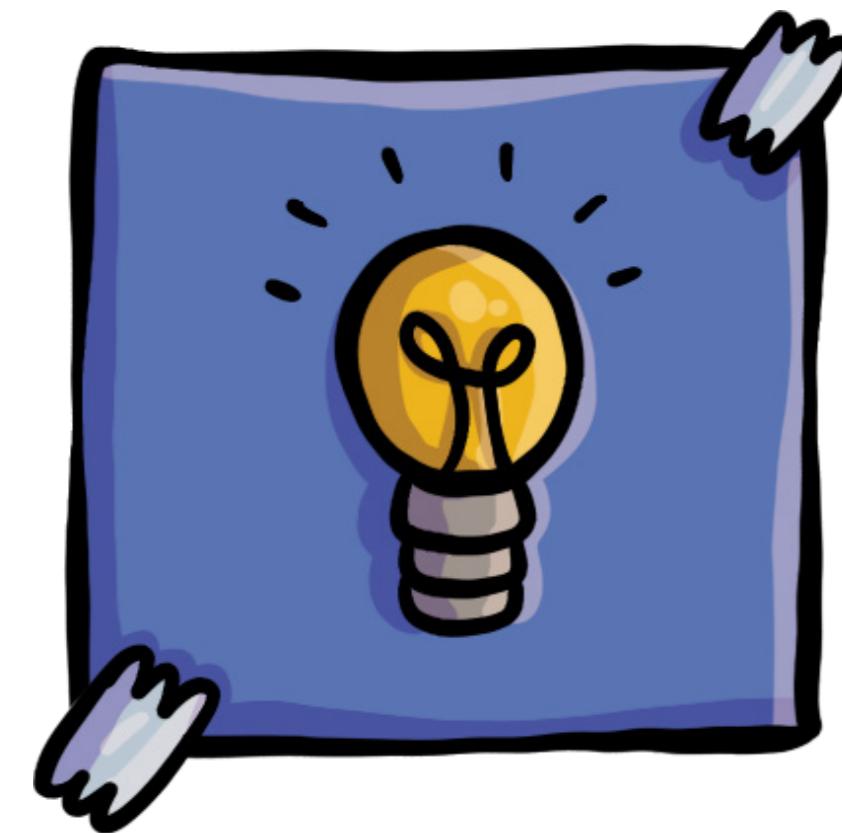
Note: Pre-work before instruction.



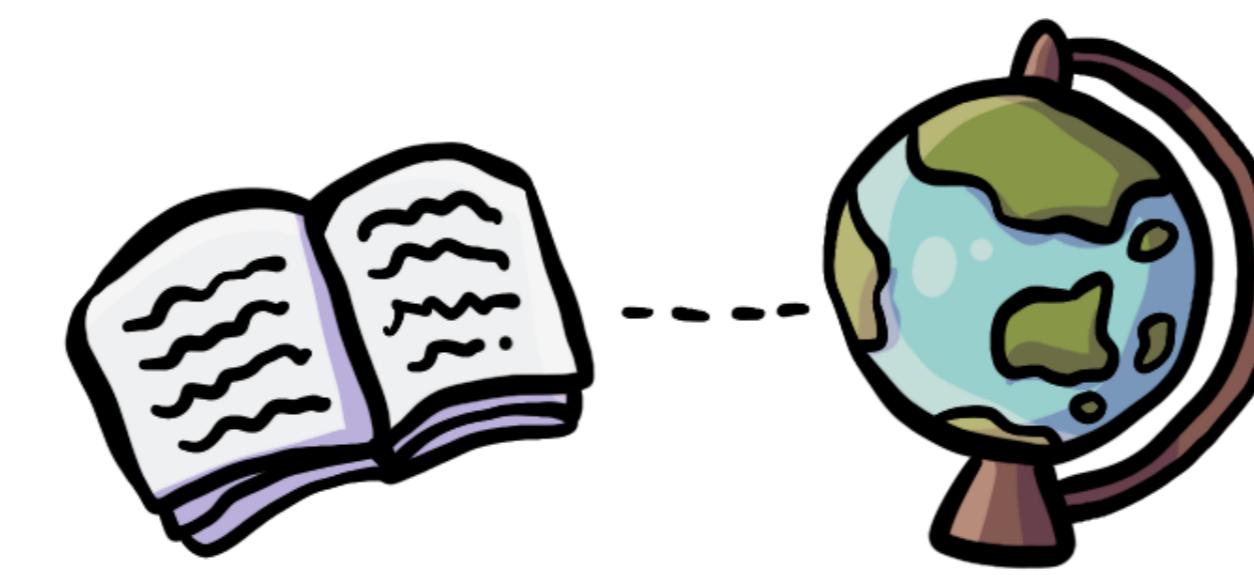


Engage & Focus: Teach – Activate Thinking & Purpose

Teacher does / says:



Captures attention using a prompt, image or problem that hooks curiosity.



We use this skill when we...

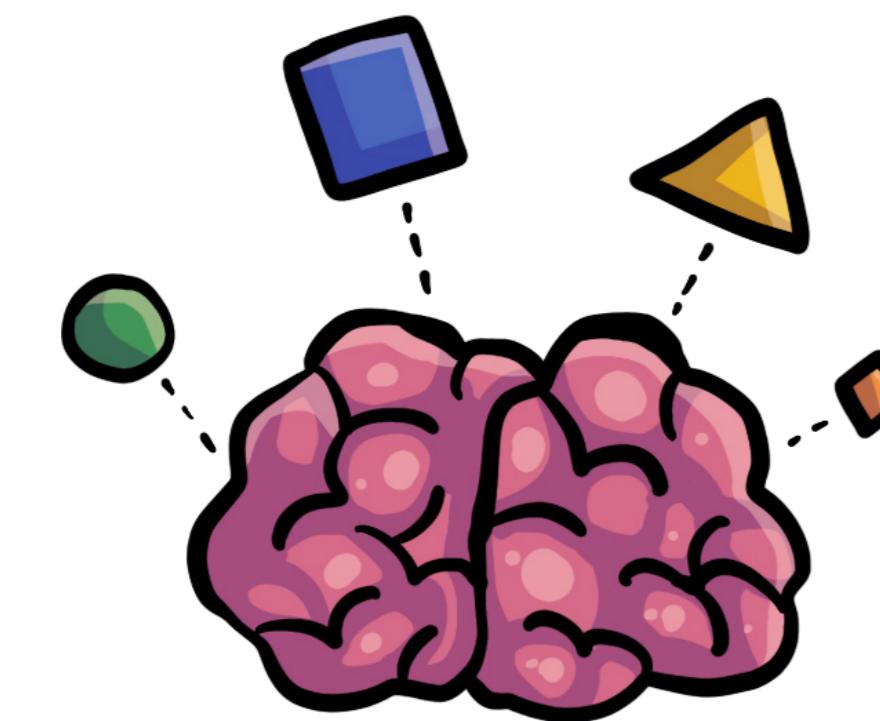


Uses exemplars or worked examples to show what success looks like.



I'm checking if my answer matches the example because...

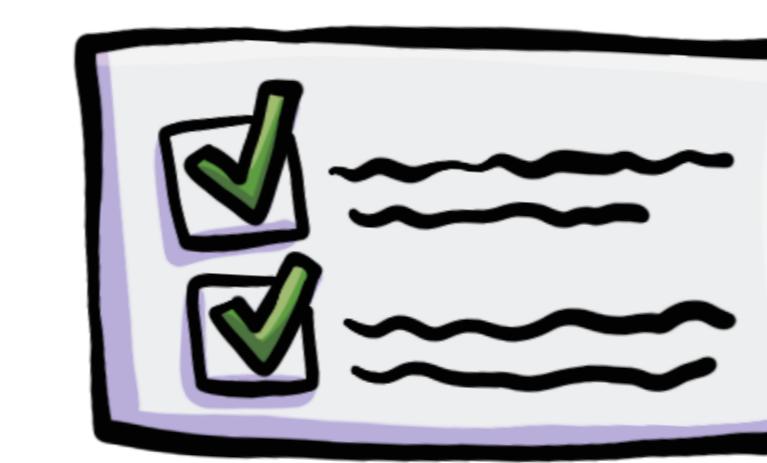
Thinks aloud to model reasoning and metacognition.



Responds to questions that activate prior knowledge.



Engages in discussion or learning activities to build connections.



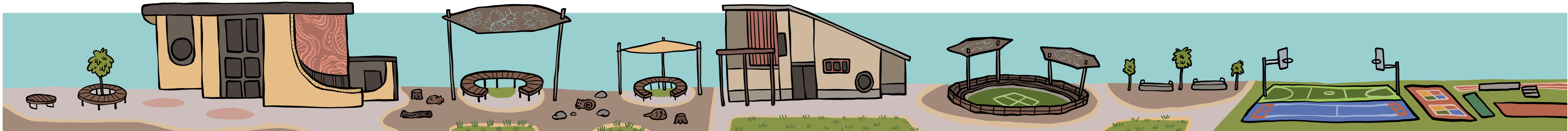
It has clear steps and uses the right words...

Describes what successful work might look like.



I think we'll learn how to...

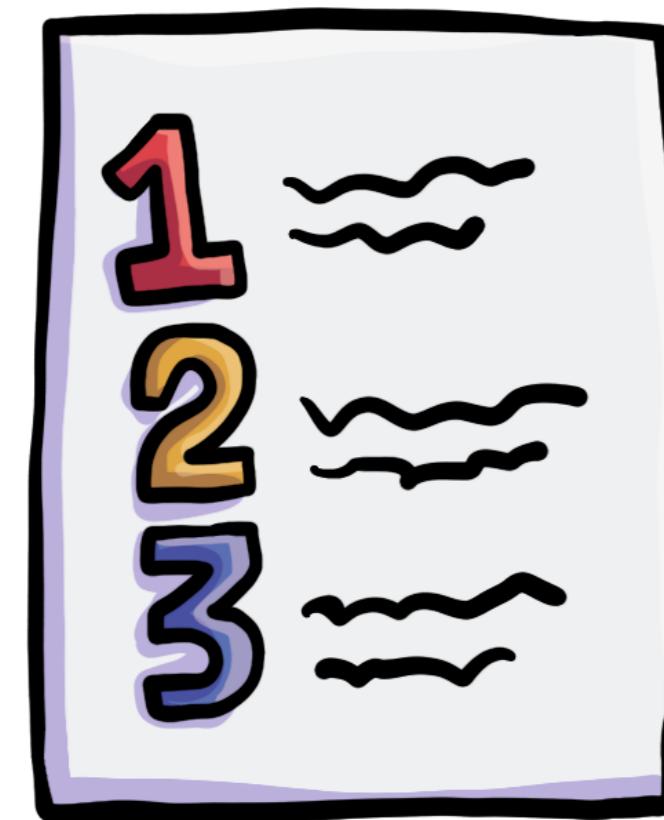
Shares predictions or questions.





Engage & Apply: I Do – Modelling

Teacher does / says:



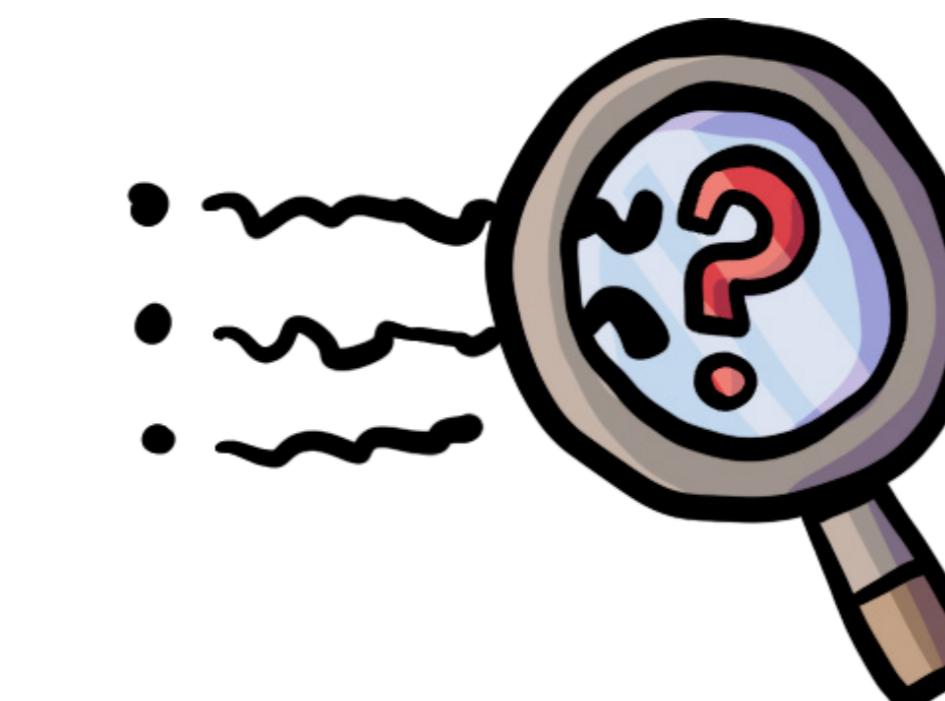
Uses clear, concise language to model the process step-by-step.



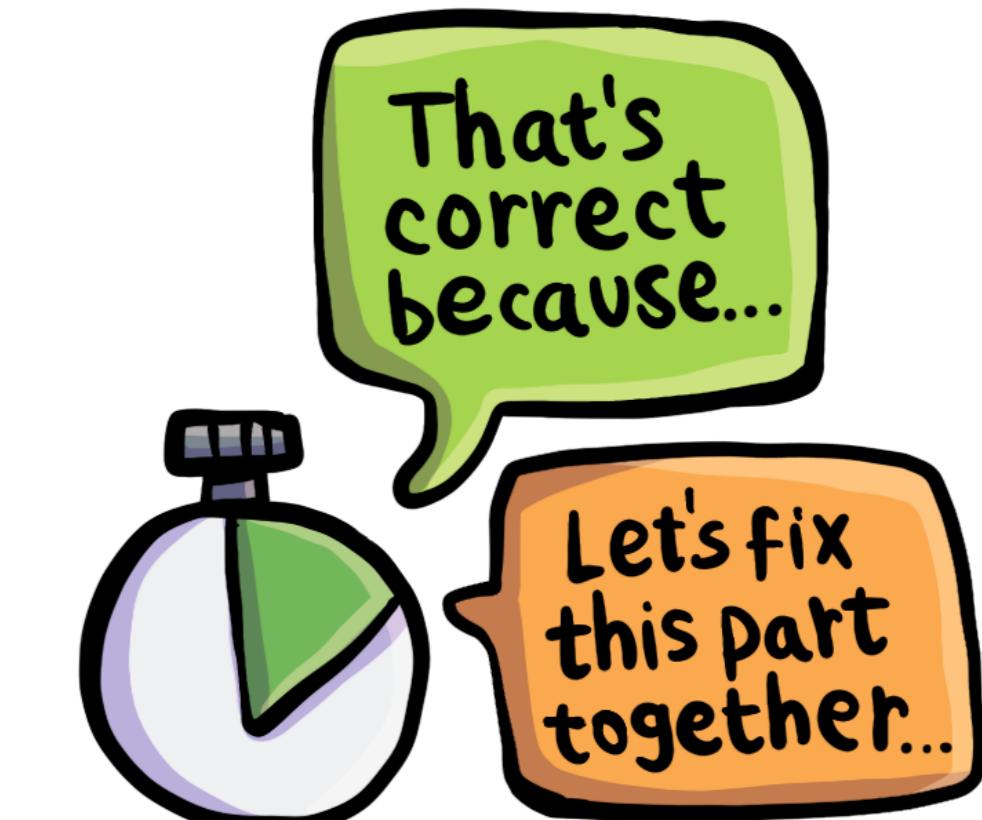
Highlights examples and non-examples to deepen understanding.



Thinks aloud.

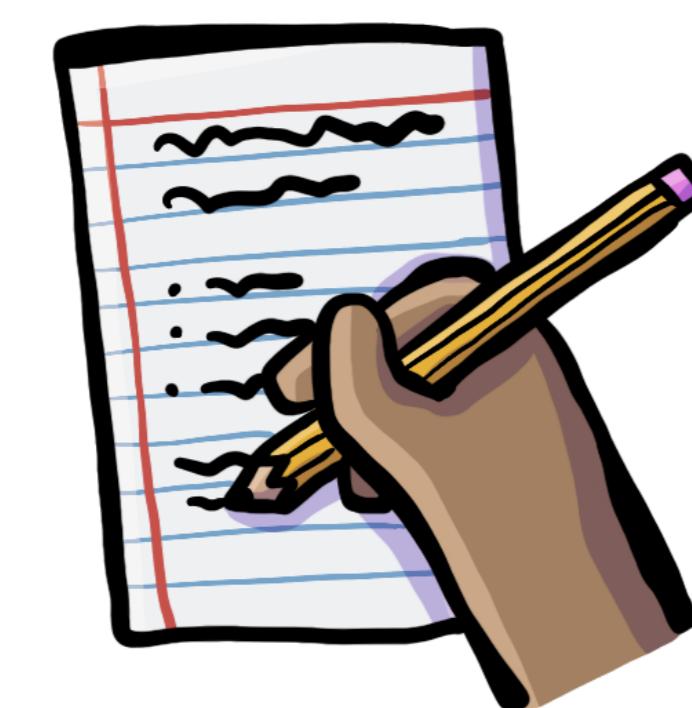


Checks for understanding using short, targeted questions.



Gives immediate feedback.

Student does / says:



Watches, listens and annotates worked examples.



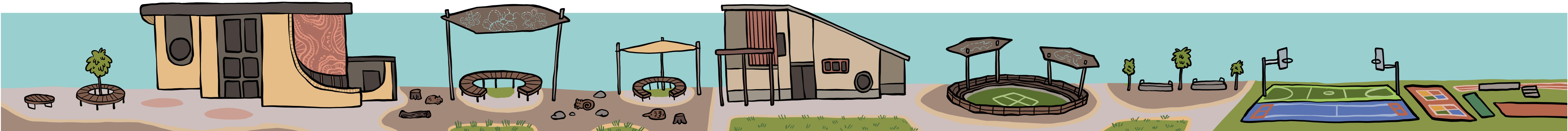
Answers checks for understanding.



Verbalises steps or reasoning.



Asks clarifying questions when unsure.





Engage & Apply: We Do – Guided Practice

Teacher does / says:



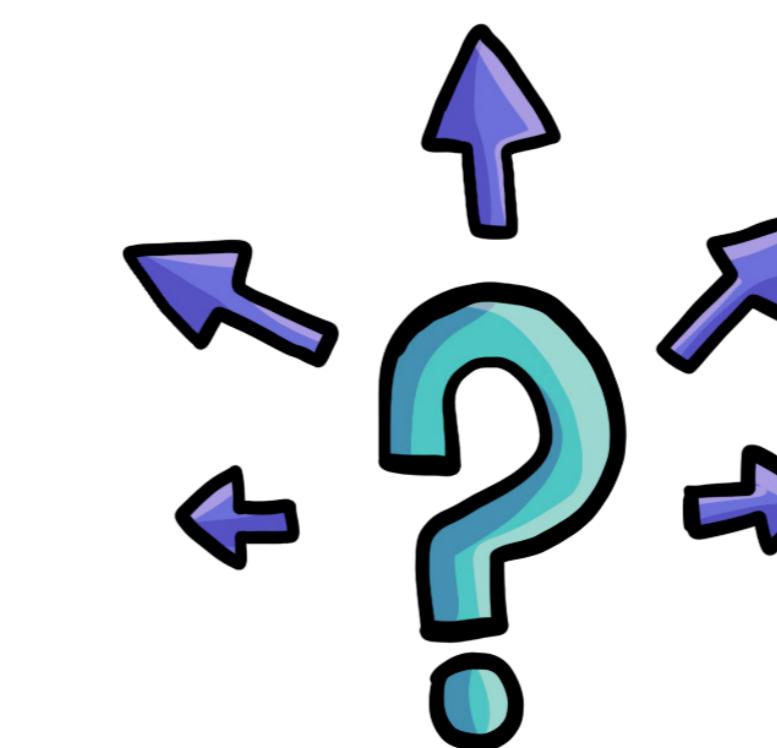
Guides the class through practice with fading support.



Uses prompt language.



Scaffolds using sentence starters, visuals or structured tasks.



Uses purposeful questioning to surface reasoning.



Provides verbal feedback reinforcing success criteria.

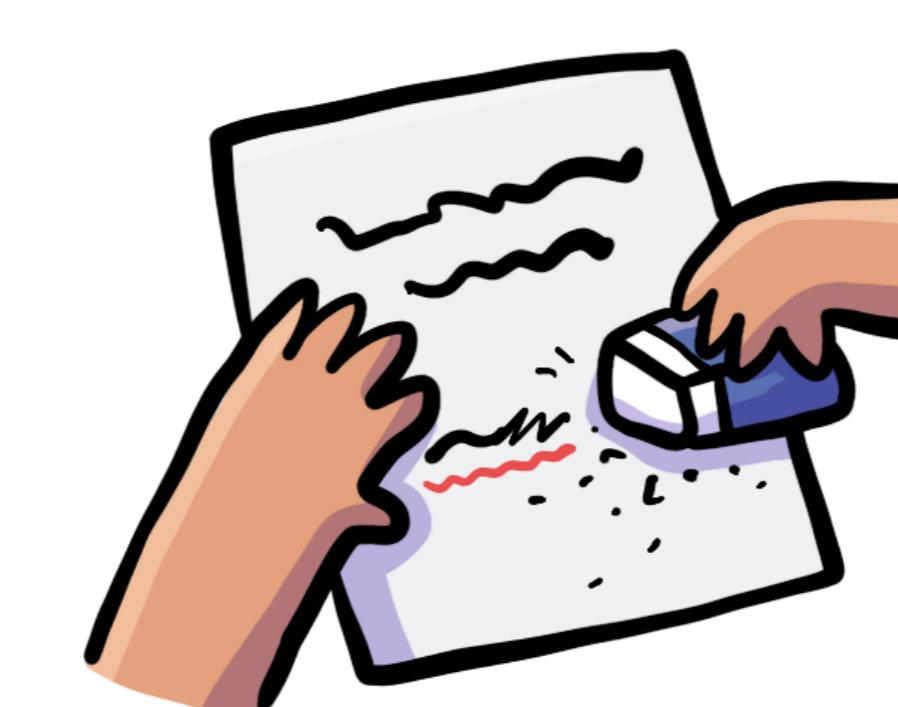
Student does / says:



Participates actively in shared examples.



Verbalises thinking with peers.

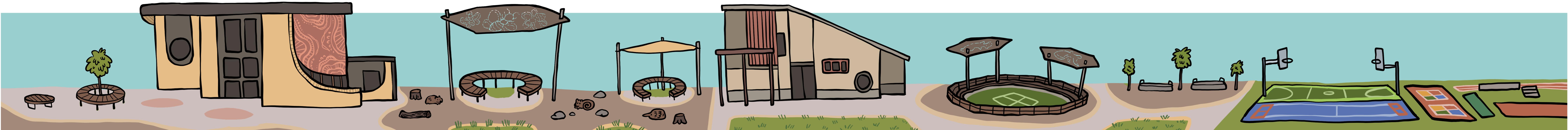


Responds to feedback and adjusts work.



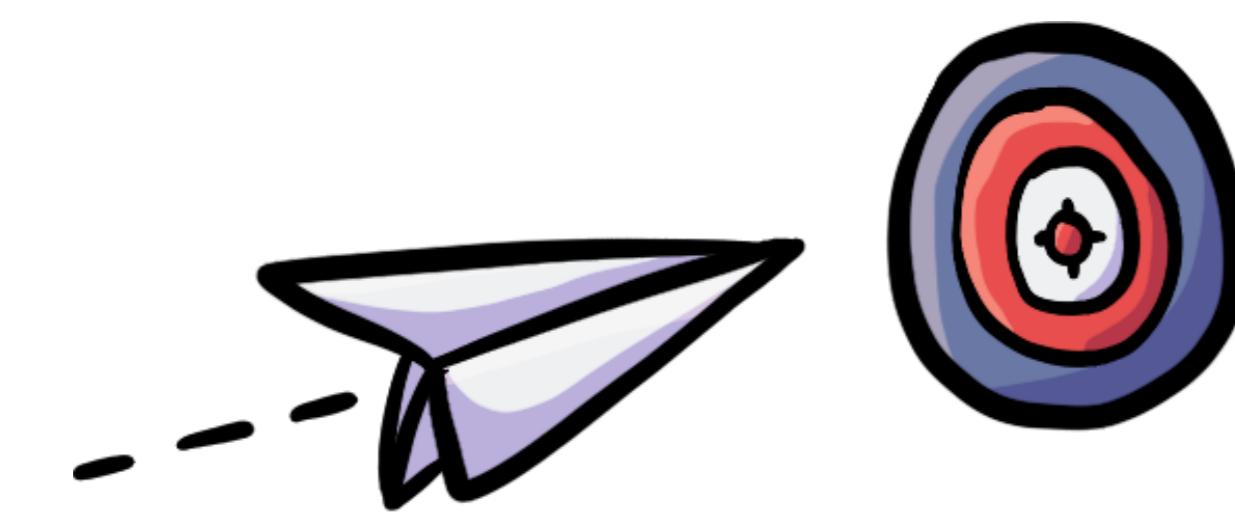
I'm nearly there because...

Uses the success criteria to check progress.

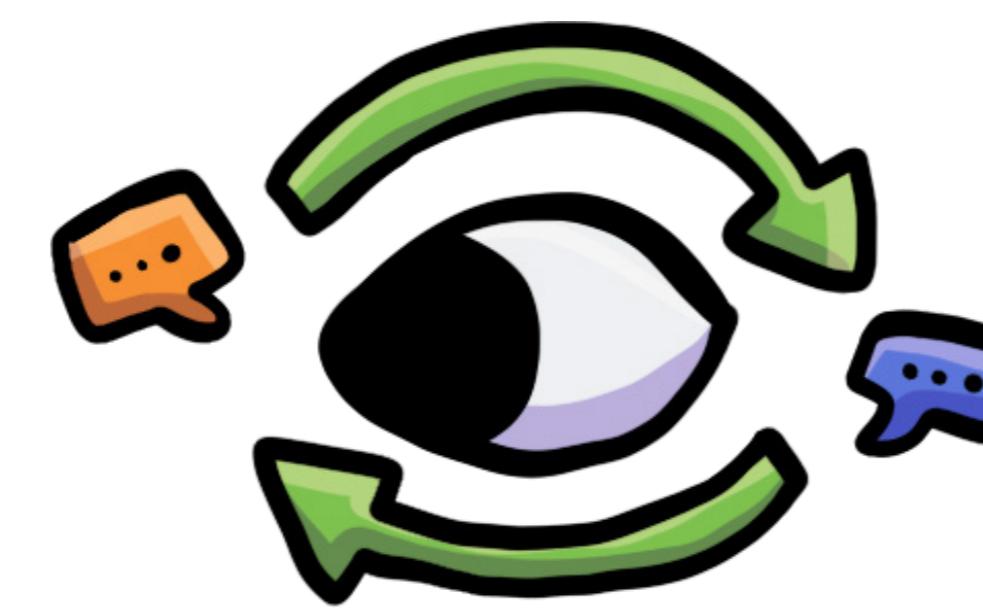


Engage & Apply: You Do – Independent Practice

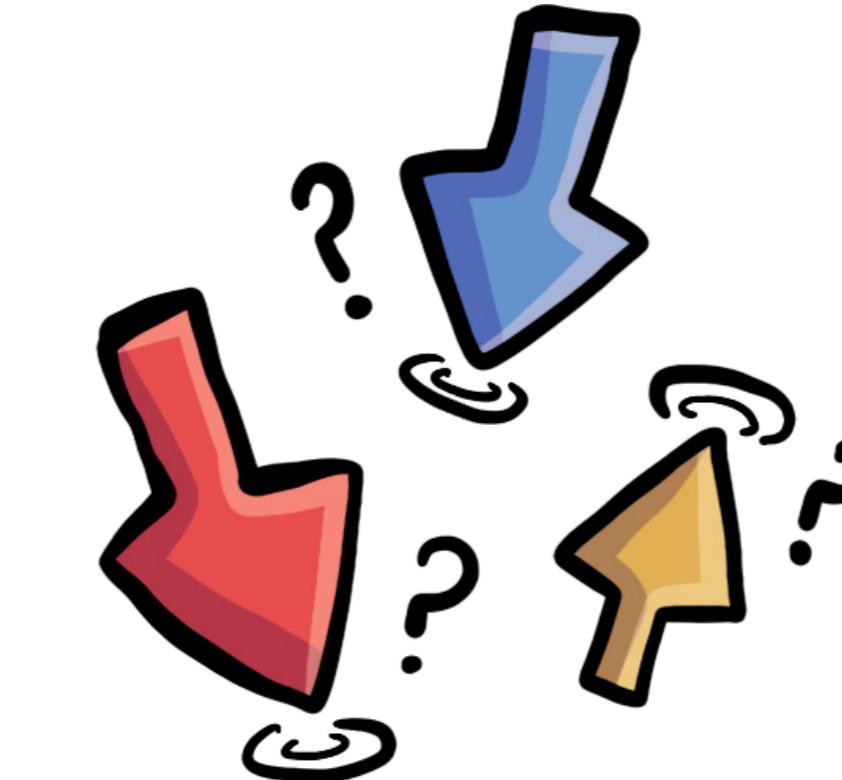
Teacher does / says:



Releases responsibility for independent work.



Circulates to monitor progress, providing timely feedback.



Uses prompts to extend learning.



Celebrates efforts and accuracy equally.

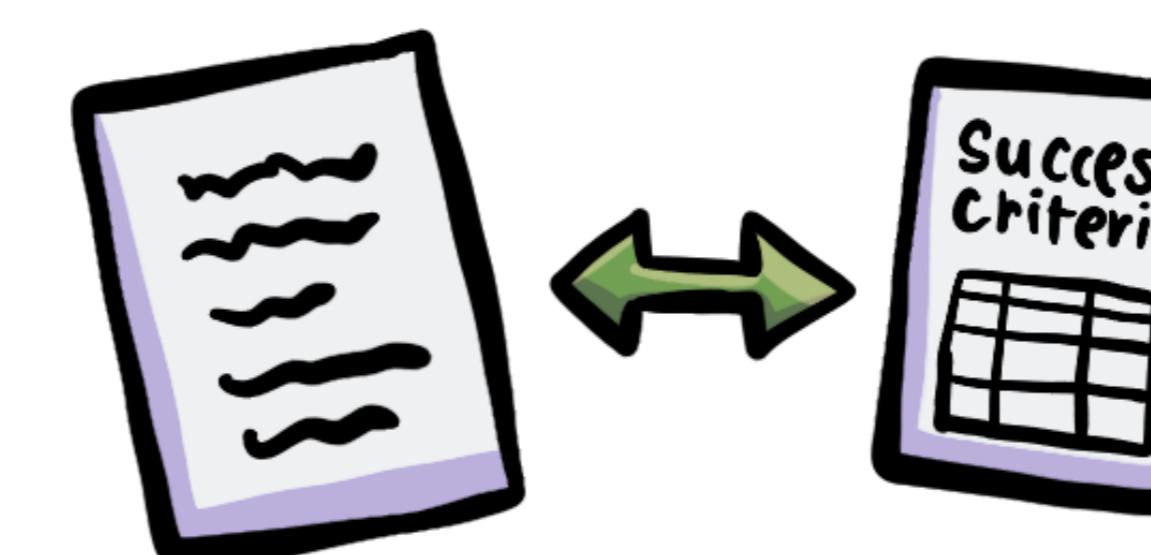
Student does / says:



Applies new learning independently.



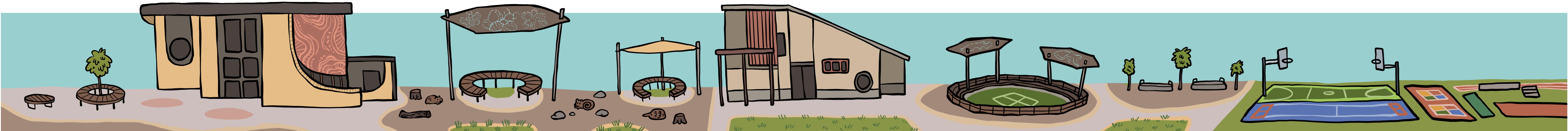
Uses strategies modelled earlier to solve problems or construct responses.



Self-checks work against the success criteria.



Seeks feedback or revises work when prompted.





Review & Demonstrate: Reflect – Consolidate & Next Steps

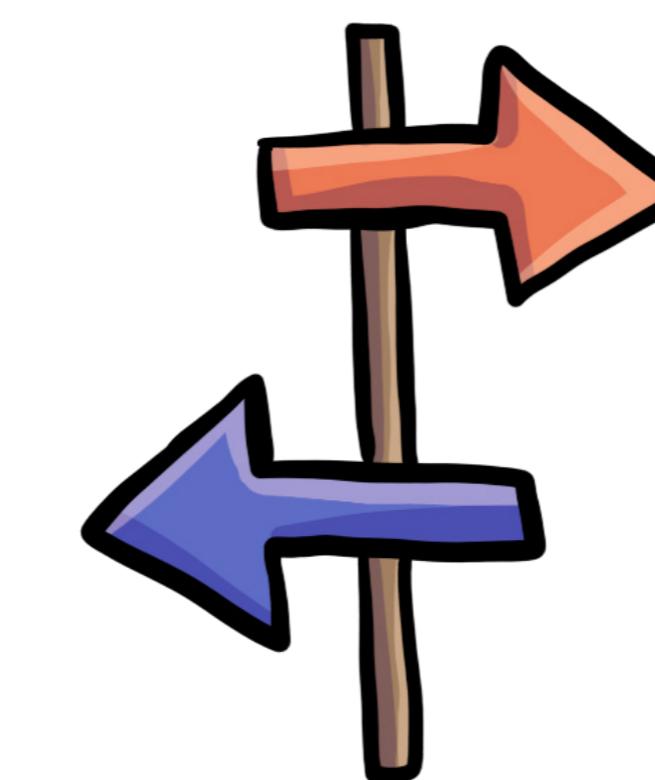
Teacher does / says:



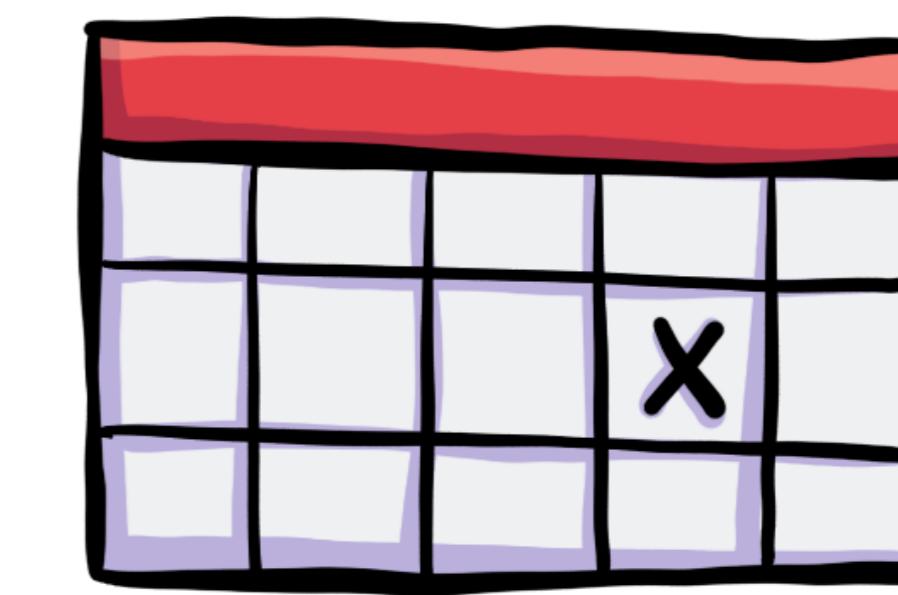
Reviews the learning intention and success criteria with the class.



Facilitates reflection.



Identifies who needs further instruction and who can extend learning.



Tomorrow we'll build on this by...

Summarises key learning and previews next steps.

Student does / says:



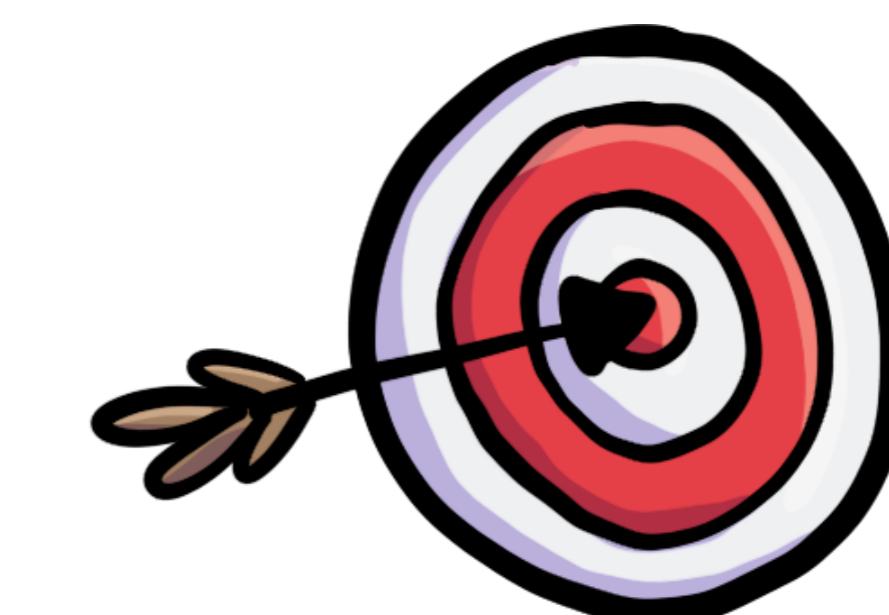
Reflects on progress.



Shares examples of what worked well or what to try next.



Provides feedback to peers constructively.



Sets a goal for the next lesson.

