

What do lessons look like at OIEA?

Our lesson model adheres to the principals of Direct Instruction.

Direct Instruction is a teaching model that focuses on carefully planned and well-developed lessons created around clearly explained teaching tasks and small learning increments. Direct Instruction is based on the theory that clear instruction eliminates misinterpretations, which can greatly enhance and accelerate the learning process.

Retrieval Practice

Quizzing, recall and memory activities slow down the rate of forgetting. All lesson starts with a 'Do Now Activity' that focuses on the retrieval of important knowledge.

Setting the scene

Students make connections more easily if they are provided with suitable context and understand how knowledge is connected within the bigger picture. At the start of each lesson, students are informed what the lesson is about and what they will know or be able to do by the end of the lesson.

Vocabulary

The teaching of new vocabulary is made explicit in every lesson. We subscribe to the see it, say it, write it approach whereby students encounter a word, write it down, and say it aloud to strengthen the connections made. Key vocabulary is defined and relevant morphology (the study of parts of words that create meaning) and etymology (the origins of words) is shared.

Activating prior knowledge

Our curriculum is well sequenced meaning new knowledge connects to previous knowledge taught. Students must remember what they already know in order to help build connections in their long-term memory and fully understand the new knowledge about to be taught.

New knowledge

Students are taught something new through reading, teacher explanation, diagrams, listening to or watching something. This is teacher led as the teacher is the expert and our greatest resource in the classroom.

Guided practice / Processing knowledge

Students do something with their new knowledge to help understand it better. This will often be in collaboration with their teacher as they strengthen new skills. Teachers will scaffold the support accordingly to ensure all students understand the work and can achieve success.

Independent practice

Learning is defined as the alteration of long-term memory. For this to happen, students need to practice, rehearse and repeat. They therefore use their knowledge and understanding to complete appropriate tasks independently.

Reflect and respond

Students are provided a number of opportunities throughout the lesson to reflect on their work and consider what went well and what needs to be done in order to improve further. This helps to strengthen connections made and reduce misconceptions.