

I Do, We Do, & You Do are not a 'liner' process. The teacher will move between & use these routines for teaching and learning as appropriate to the lesson, students and task.

DO NOW

At NBA, every lesson begins with a 'Do Now'.

This task requires students to **retrieve knowledge** from across previously-studied topics, and **functions to maintain this key knowledge in their Long-Term Memory.**

We encourage the use of mini whiteboards for this knowledge-retrieval activity, in order to **maximise the amount of knowledge that can be retrieved** in this short period of time, because research tells us that the very action of retrieving knowledge serves to embed it more securely into the Long-Term Memory.

SHARE THE LEARNING THAT WILL OCCUR TODAY

The teacher states very clearly the learning of knowledge that will occur during the lesson. This will form the basis for assessing students' progress throughout the lesson.

This information is delivered via the following stem statement:

By the end of this lesson, you will know..."

DIRECT INSTRUCTION PHASE – "I DO"

Teaching of new knowledge occurs here. At NBA, 'Teacher Talk' is considered to be the most valuable tool for delivering knowledge, and the teacher is the expert in the room.

As required, teachers will also re-teach material previously encountered, but not yet fully embedded in the Long-Term Memory, by students, and will also address misconceptions.

MODELLING PHASE – "WE DO"

Before students work independently, we show them what success looks like.

Teachers model procedures and processes, using both task modelling and meta-cognitive modelling. It is important to narrate the reasoning for actions and decisions, modelling our own thought processes in task completion.

The teacher will facilitate discussion, where appropriate.

APPLICATION & DEMONSTRATION – "YOU DO"

Students produce work, respond to tasks or questions, practise, develop & apply their knowledge.

Students are provided with scaffolding to allow them to achieve highly, and this scaffolding is 'faded' over time as students move towards independence and mastery.

Teachers circulate to check understanding, and re-shape the learning in response to emerging needs/success.

EXIT TASK

A final task is used to demonstrate or quantify the progress made against the intended learning.

In this final part of the lesson, the teacher is establishing how far students have progressed against the statement "By the end of this lesson, you will know..."