healthcurriculum_logo.png



This health curriculum has been designed to adhere to the principles of E5 Instructional Model. The E5 Model Instructional Model was launched in 2009. Developed and tested over 18 months, it is a reference point for school leaders and teachers to develop a deeper understanding of what constitutes high quality teacher practice in the classroom.

The E5 Instructional Model defines effective teacher practice and it will assist every teacher, every day in every classroom to know what high quality practice looks like and how you work with students to increase their understanding and build their knowledge base.

The five phases are essentially built around five active verbs: engage, explore, explain, elaborate and evaluate.

The most important thing about E5 is that it actually assists you to know where you’re at in your practice. Educators can self assess against the Continuum and know exactly where they’re located in terms of your proficiency level, and it gives them a sense of direction about those areas they can improve.

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| |  | | --- | | E5 Logo's no text_Page_1.jpg  **Engage** | | * **Developed Shared norms** * **Determines readiness for learning** * **Establishes learning goals** * **Develops metacognitive capacity** | | The teacher fosters **positive relations** with and between students and develops **shared expectations** for learning and interacting. | | They stimulate **interest and curiosity**, promote **questioning** and connect learning to **real world experiences.** | | The teacher structures tasks, elicits students’ **prior knowledge** and supports them to make **connections** to **past learning** experiences. | | They present a **purpose for learning**, determining **challenging learning goals** and making **assessment and performance** requirement clear. | | The teacher assists students to consider and **identify processes** that will support the achievement of the **learning goals**. | | |  | | --- | | E5 Logo's no text_Page_2  **Explore** | | * **Prompts inquiry** * **Structures inquiry** * **Maintains session momentum** | | The teacher presents **challenging tasks** to support students to generate and **investigate questions**, gather relevant information and **develop ideas**. | | They provide **tools and procedures** for students to **organise information** and ideas. | | The teacher identifies students, **conceptions** and **challenges misconceptions.** | | They assist students to **expand their perspectives** and **reflect on their learning**. | | The teacher is mindful of the learning requirements of the task, **attentive to students’ responses** and **intervenes accordingly.** | |
| |  | | --- | | E5 Logo's no text_Page_2.jpg  **Explain** | | * **Presents new content** * **Develops language and literacy** * **Strengthens connections** | | The teacher provides opportunities for students to **demonstrate their current level of understanding** through **verbal and non-verbal means.** | | They explicitly teach **relevant knowledge, concepts and skills.** This content is represented in **multiple ways**. | | The teacher provides strategies to enable students to **connect and organise** **new** and **existing knowledge.** | | They assist students to represent their ideas, using **language and images** to engage them in **reading, writing, speaking, listening** and **viewing.** The teacher explicitly teachers the **language of the discipline**. | | They **progressively assess** students’ understanding and structure opportunities for students to **practise new skills**. | | |  | | --- | | E5 Logo's no text_Page_1.jpg  **Elaborate** | | * **Facilitates substantive conversation** * **Cultivates higher order thinking** * **Monitors progress** | | The teacher engages students in **dialogue,** continuously, **extending and refining students’ understanding**. | | They support students to identify and define **relationships between concepts** and to **generate principles or rules**. | | The teacher selects **contexts from familiar to unfamiliar**, which progressively build the students’ ability to **transfer and generalise their learning.** | | The teacher supports students to **create and test hypotheses** and to make and **justify decisions.** | | They **monitor** student understanding, providing **explicit feedback**, and **adjusting instruction accordingly.** | |

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| E5 Logo's no text_Page_5  **Evaluate** |
| * **Assess performance against standards** * **Facilitates student self assessment** |
| The teacher supports students to **continuously** refine and **improve their work** using **assessment criteria** in preparation for a **performance of understanding**. |
| They integrate **evidenc**e from each phase, **formally recording students against learning goals.** |
| The teacher provides **feedback** and assists **students to evaluate their progress** and achievements. |
| They support **students to reflect** on their **learning processes** and the impact of **effort on achievement.** |
| The teacher guides students to **identify future learning goals.** |