



School-Wide Daily Learning Timetable

	2018 Daily Structure	Learning Program
8:50am	<ul style="list-style-type: none"> - Morning music sounds for students to enter the classroom and setup for learning. - All teachers to be present in classrooms from 8:50am. - Teaching and Learning to begin promptly at 9:00am. 	<ul style="list-style-type: none"> - Students prepare for the Learning Day. - <i>Teachers actively greet students as they arrive. Engage meaningfully.</i> - Teachers provide students with Learning Transition prompt.
9:00am-9:50am	Teaching and Learning	<p>Explicit Handwriting (~15-20 minutes)</p> <ul style="list-style-type: none"> - Modelled by teacher - Age and ability relevant (eg: at Foundation may be ant hills/ diagonal lines/ etc; at Year 6 may be short hand symbols, notetaking, signatures, etc) - <i>Cognitive Load Theory</i> - Teacher interacting and providing explicit feedback <p>Explicit Spelling (~40 minutes)</p> <ul style="list-style-type: none"> - Modelled by teacher - Ability appropriate - A teaching priority - Meaningful links to student - Visual <u>anchor charts</u> for future learning
9:50am-10:00am	<p>Supervised in-class morning snack eating time.</p> <p><i>All students to eat inside prior to going out to recess.</i></p>	<p>May occur whilst teacher reading a class novel, or reflection time.</p> <p>No student to take any form of food or wrapper outside.</p> <p>Those students still eating to be provided with additional eating time prior or amongst teaching teams.</p>
10:00am-10:30am	Morning Recess	

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10:30am-11:30am	Teaching and Learning	Teachers provide students with Learning Transition prompt. <i>Reading/ Writing (unless specialist)</i>
11:30am-12:20pm	Teaching and Learning	Teachers provide students with Learning Transition prompt. <i>Reading/ Writing (unless specialist)</i>
12:20pm-12:30pm	Supervised in-class lunch eating time. <i>All students to eat inside prior to going out to recess.</i>	May occur whilst teacher reading a class novel, or reflection time. No student to take any form of food or wrapper outside. Those students still eating to be provided with additional eating time prior or amongst teaching teams. <i>Teachers may transition table setup for next session.</i>
12:30pm-1:00pm	Middle Recess	
1:00pm-2:00pm	Teaching and Learning <i>1:50pm- Students may eat inside prior to going out to recess.</i>	Teachers provide students with Learning Transition prompt. <i>Mathematics (unless specialist)</i>
2:00pm-2:30pm	Afternoon Recess	
2:30pm-3:30pm	Teaching and Learning	Teachers provide students with Learning Transition prompt. <i>Inquiry (unless specialist)</i>
3:30pm	Dismissal	<i>Prior to dismissal all classes are to:</i> <ul style="list-style-type: none"> - Clear the floor of all forms of rubbish (no matter how small) - Clear and clean shared learning spaces that were used throughout the day - Clear student tables to be wiped down by cleaners - Check that nothing is left remaining in bag areas

Lesson Transitions:

- Each lesson should begin with a [visual transition](#) for students to prepare for their learning.
- This is especially relevant for the morning session, and for the session directly following each recess break or return to class from a specialist lesson.
- It is an expectation that a visual prompt be utilized in every year level.
- These should be age appropriate following the developmental continuum of

concrete- pictorial- abstract

Examples are:

Concrete (a real visual setup of a table or learning space for students to model AS WELL as a set up table)

- When applying concrete modelling the actual objects should be used and the birds-eye view of the table taken from the angle that the student views the table from.
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Pictorial (a visual setup of the table or learning space using clip art or similar- eg: shapes representing area of table to place items)

- When applying pictorial modelling, students are provided with cues for the object (such as a pile of counters and associated annotation saying "five red counters and four green counters", etc.
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Abstract (a visual setup of the table or learning space using a combination of written instructions and visual cues)

- When applying abstract modelling the visual cue may be a photo of the general items and simple instructions,

eg: Open you Reader's Notebook and rule a margin with today's date and heading. Set your table up with your Personal Reading Box and sticky-notes with a partner from the same strategy group. Look at the example for guidance.

NOTE: It is an expectation that teachers apply their professional judgement when writing their weekly schedule/ timetable. For example, if the teacher requires additional time for Mathematics then this block can be shifted, so long as your Level Leader is aware of the shift and supports the reasoning.