

# LOCKYER STATE SCHOOLS CLUSTER

## PEDAGOGICAL FRAMEWORK

2013



***EVERY CHILD IN EVERY CLASSROOM, LEARNING AND  
ACHIEVING EVERYDAY.***

# OUR SCHOOL VISION AT

## FLAGSTONE CREEK STATE SCHOOL

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We are committed to providing a caring, supportive and safe environment underpinned by strong values. Our values permeate into all areas of our school curriculum. Explicit teaching of independent learning skills, cooperative practices and effective social skills help embed these school values. Our school community view these values as essential in setting the tone for our school.

Our students value education and the pursuit of excellence. High learning expectations and a focus on the development of literacy and numeracy will see our students well placed for the move into higher education and beyond. The school pedagogical framework based on the broad constructs of Dimensions of Learning and Teaching, promotes deep understanding and connectiveness to the world. From this framework our school has developed models of 'Best Practice' teaching that are visible in all classrooms. These teaching practices provide the catalyst for teacher professional development, professional dialogue and performance review.

Teachers use effective and timely assessment to inform planning and provide a differentiated curriculum to suit student learning needs. Our school targets and goals help measure student achievement during the year and from juncture to juncture. School performance is reviewed against set targets and this in turn informs our annual operational plan and improvement agenda. We define our school core curriculum and high learning expectations from the Australian Curriculum, Curriculum to the Classroom (EQ) units of work and The Essential Learnings (QSA). Student feedback and celebration of learning are central in driving our improvement agenda.

We acknowledge that information communication technologies provide opportunities to support and enhance learning and should be integral in all class and school programs.

Our school community fosters a culture that promotes an active and healthy lifestyle and provides opportunities for all students to develop their talents and interests. Flagstone Creek State School offers a broad range of activities both in school and across our cluster schools. The school's Health and Wellbeing Framework can be found on the school website.

Positive communication amongst home, school and community is essential. Our school values program provides explicit, scaffolded programs to foster the development of positive social interactions between members of our school community and beyond.

# LEADING FUTURES THROUGH INSTRUCTIONAL LEADERSHIP

At Flagstone Creek State School, student improvement is the focal point for leadership and decision making in line with the DETE Strategic Plan 2013 -2017. The Principal leads a unified team in an instructional leadership approach is which all parties are responsible and empowered to support the strategic plan through:



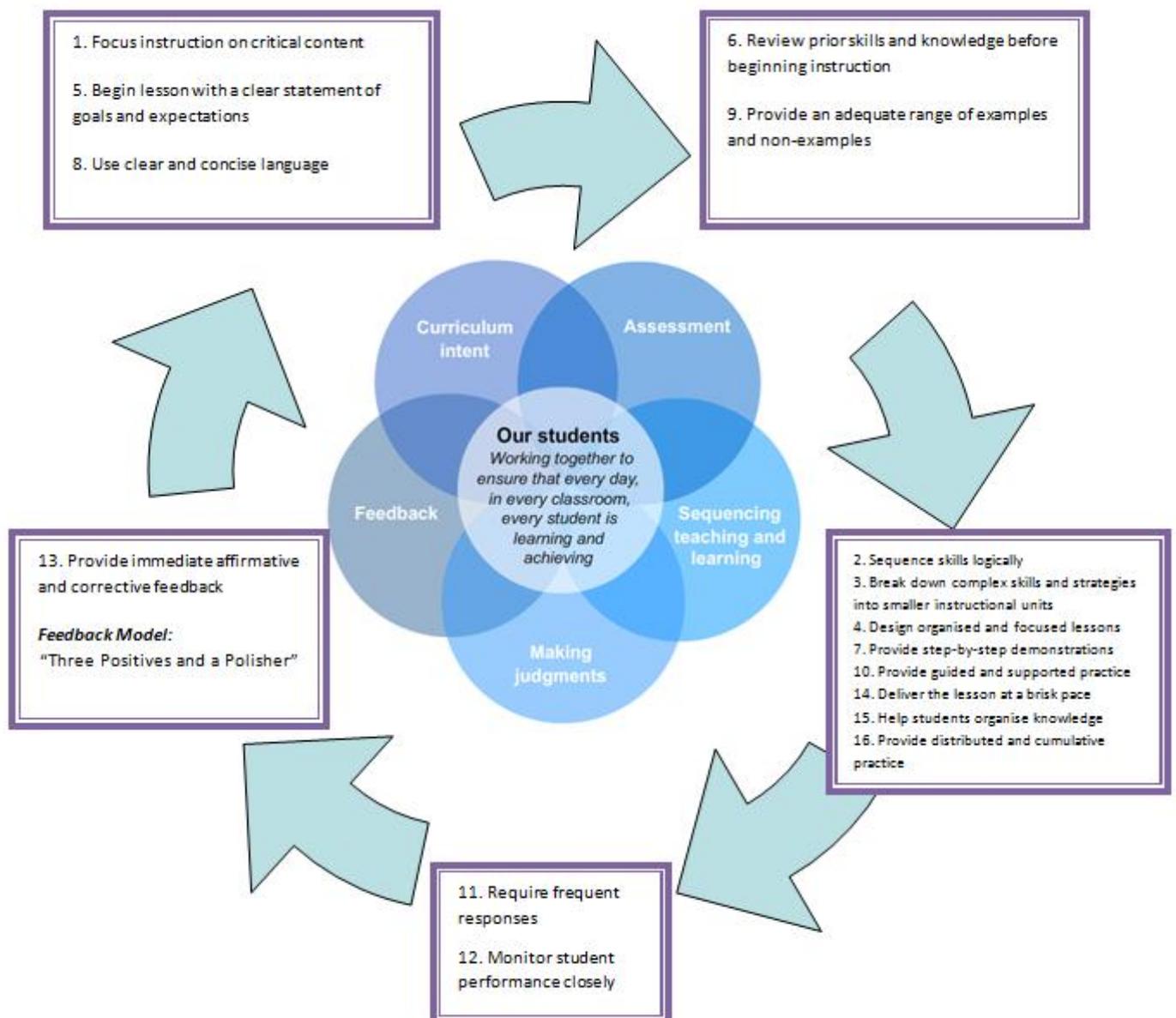
	State Priority Actions	School Actions
Successful Learners	<ul style="list-style-type: none"> <li>Focus on the core learning priorities (reading, writing, numeracy and science) to ensure all students have solid foundations to effectively engage in the community</li> <li>Improve attendance, retention, attainment and transition of students at key points in their schooling journey</li> <li>Support whole-of-school approaches that effectively target resources to meet the needs of every student</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School focus on Reading and implementation of the Australian Curriculum/QSA</li> <li><input type="checkbox"/> Act on unexplained absenteeism</li> <li><input type="checkbox"/> Review student data at regular intervals to target resources.</li> </ul>
Great People	<ul style="list-style-type: none"> <li>Support teachers to build their professional capacity, provide meaningful feedback on their performance and identify those performing at the highest level</li> <li>Ensure every school has consistent and effective teaching and learning practices that include a focus on enhancing students' digital capability</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School PD Plan linked to AIP and budget</li> <li><input type="checkbox"/> Staff participation in Feedback and Professional Development opportunities</li> <li><input type="checkbox"/> Developing Performance Plans developed with each staff member to strengthen their professional capabilities</li> <li><input type="checkbox"/> Induction Programs for new and beginning staff (teachers, support staff, ancillary staff)</li> <li><input type="checkbox"/> Staff networks including coaching partnerships, discussion lists, and cluster activities.</li> <li><input type="checkbox"/> Use of digital technologies to assist student learning through the use of iPads, laptops, multimedia devices, interactive whiteboards and digital projectors.</li> </ul>
Empowerment	<ul style="list-style-type: none"> <li>Drive autonomy and empower school principals to make decisions to address the learning needs of their school community with an unrelenting focus on improvement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Principal as the Instructional Leader of the school with a united workforce.</li> <li><input type="checkbox"/> Conduct of Walk Throughs to monitor classroom progress</li> </ul>
Engaged Partners	<ul style="list-style-type: none"> <li>Develop productive partnerships with parents, carers and the community to support improved student learning opportunities</li> <li>Welcome parents to be actively engaged in their child's learning</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Maintaining forms of communications with parents including face to face, written and digital means such as school website, QSchools App, newsletters, P&amp;C activities, Home Communication Books.</li> <li><input type="checkbox"/> Facilitate parent assistance within the classroom and at home.</li> <li><input type="checkbox"/> Support parenting skills through information sharing and developing partnerships with community groups</li> </ul>
High Standards	<ul style="list-style-type: none"> <li>Improve learning outcomes through consistent curriculum and analysis of student data to inform whole-of-school and individual improvement strategies</li> <li>Conduct reviews to ensure processes, school supports and regulation are best practice</li> <li>Ensure every school offers a safe and disciplined environment, where student and their parents understand the expectations of their school and their responsibilities as members of the school community</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Data-based decision making by teachers in planning using the Explicit Teaching Model of Archer and Hughes (2011)</li> <li><input type="checkbox"/> Maintain the Behaviour Management Plan with consistency, fairness and support across the school and in every classroom.</li> </ul>

# OUR PEDAGOGICAL APPROACH TO EFFECTIVE TEACHING AND LEARNING

## *Pedagogical (Teaching) Framework*

We use effective pedagogical practices to promote deep understanding, connectiveness to the world and the wellbeing of students with acknowledgement and support for student difference. Our pedagogy is organized around the five inter-related components of the Dimensions of Teaching and Learning (EQ) or DOTAL, with the core component being our students. This organisational schema is linked with the 16 Elements of Explicit Teaching and supported by the Explicit Teaching Lesson Structure of Archer & Hughes (2011).

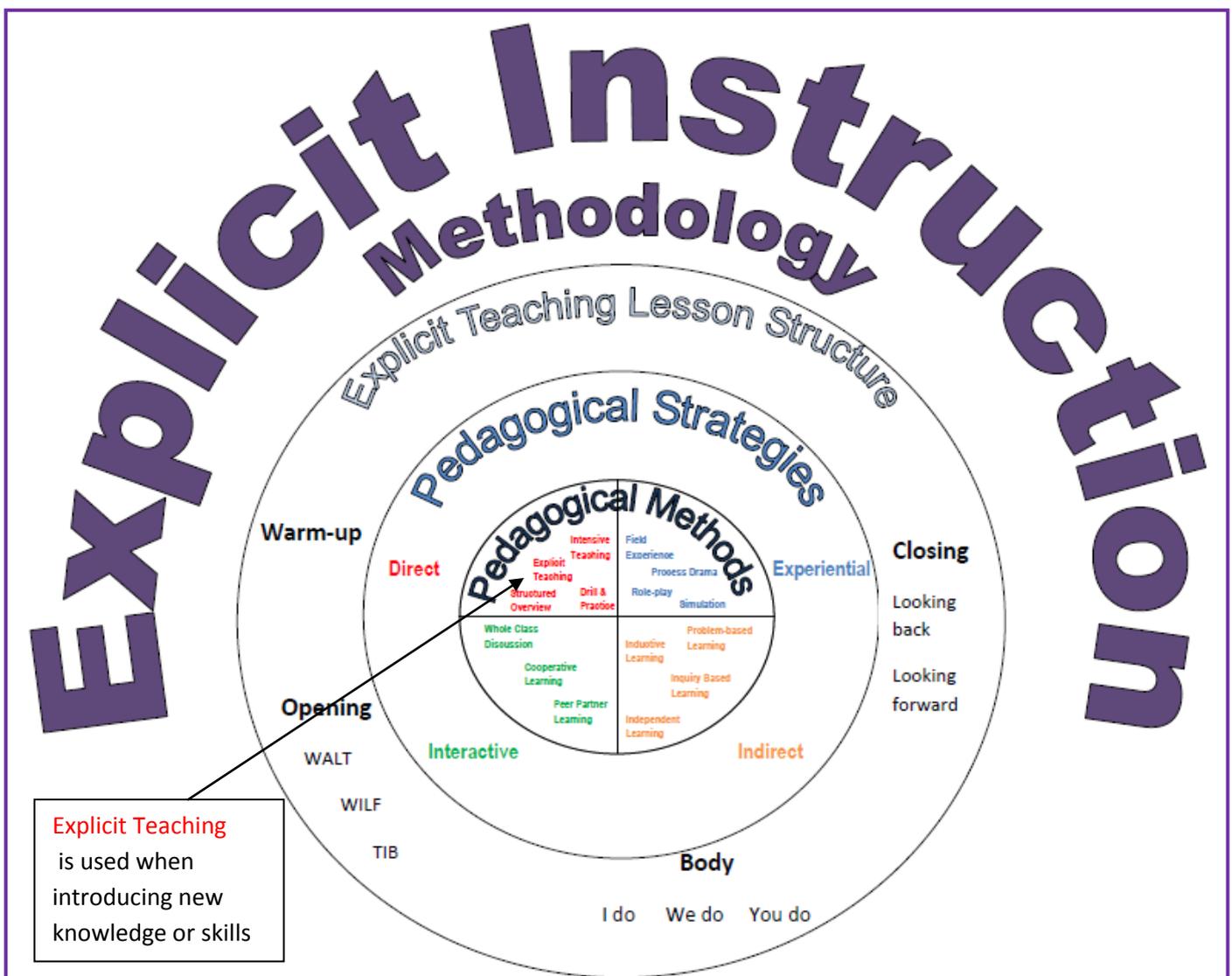
## *Pedagogical Model: Dimensions of Learning and Teaching linked to the 16 Elements of Explicit Instruction (Archer & Hughes)*



## Explicit Teaching Methodology:

By using the **Explicit Teaching Methodology** learning incorporates a balance of the four **Pedagogical Strategies** of **Direct**, **Interactive**, **Indirect** and **Experiential** learning. However when new concepts or skills are being taught then the **Explicit Teaching Method** is utilised. Following the **Explicit Teaching Lesson Structure** students are moved through a gradual release of responsibility in the lesson from modelling by the teacher, through to guided and scaffolded practice, and finally to independent performance. With the implementation of the 16 Elements of Explicit Instruction, the 6 underpinning principles of effective instruction are achieved:

1. Optimise engaged time/time on task
2. Promote high levels of success
3. Increase content coverage
4. Have students spend more time in instructional groups
5. Scaffold instruction
6. Address different forms of knowledge



# Explicit Teaching Lesson Structure:

**Explicit Teaching Lesson Structure**

**Warm Up**

**Opening**

*WALT: We are learning to...*

*WILF: What I'm looking for...*

*TIB: This is because...*

**Body**

I do

We do

You do

**Closing**

Darling Downs South West Region 2013



**WALT**  
We are learning to



**WILF**  
What I'm looking for



**TIB**  
This is because

I DO	WE DO	YOU DO
 <p><b>Observable Characteristics:</b></p> <ul style="list-style-type: none"> <li>Teacher modelling the action or skill to be performed</li> <li>"Thinking aloud"</li> <li>Self-instructions</li> <li>Self-instructions</li> <li>Several Demonstrations</li> </ul>	 <p><b>Observable Characteristics:</b></p> <ul style="list-style-type: none"> <li>Prompted or guided practice as students begin to practice new or difficult skills.</li> <li>Use of visual, verbal or physical prompts</li> <li>Directions, questions and reminders using parallel wording to that used during 'I DO' to verify understanding - 'Why?' or 'How?'</li> <li>Gradual withdrawal of scaffolds/supports</li> <li>Monitor student responses and provide affirmations and corrective feedback</li> </ul>	 <p><b>Observable Characteristics:</b></p> <ul style="list-style-type: none"> <li>Providing independent student practice</li> <li>Monitoring of accuracy by teacher throughout independent practice.</li> </ul>

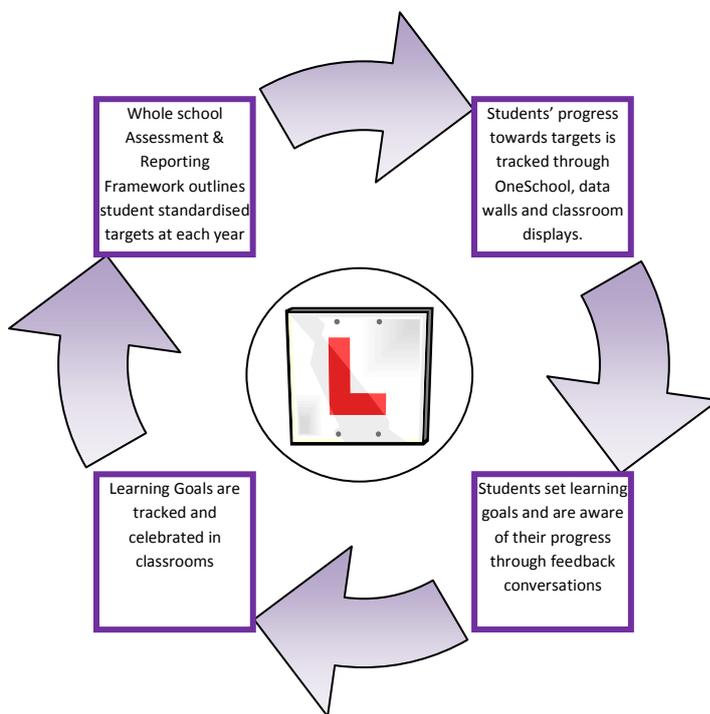
The three components must be viewed as a *double procedure* that may either be seen once or repeated a number of times within a single lesson, or even occurring over many days for more complex strategies.



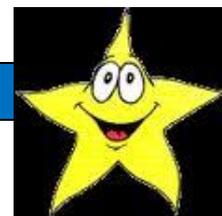
**WILT**  
What I Learnt Today

# SUPPORT FOR STUDENT DIFFERENCE THROUGH PURPOSEFUL USE OF DATA & FEEDBACK

We believe effective assessment will provide critical information about student learning, enabling differentiated learning opportunities. The Special Needs Committee supports classroom teachers to provide timely, appropriate and quality programs to suit class, groups and individual student needs based on systemic and school assessment data. Differentiation is an essential component in successful learning and occurs in every classroom, every lesson, every day. It caters for all learners, providing intervention, consolidation and extension.



## Feedback Model: Three Positive and a Polisher



Our School Feedback Model	Feedback is:
1 – Name the behaviour ( <i>the agreed look for</i> ) <b>You demonstrated (look for) when you ..</b> 2 – List 3 positive observations (facts) when the <i>look for</i> occurred: <b>Stated .... Moved.... Provided....Used...</b> 3 – Offer a polisher ( <i>a think about</i> ) <b>Have you considered .....</b>	<ul style="list-style-type: none"> <li>• Brief</li> <li>• Descriptive</li> <li>• Specific</li> <li>• Simple</li> <li>• On <b>facts</b> and against '<b>look fors</b>'</li> <li>• Supportive <b>NOT</b> Judgemental</li> </ul>

## Coaching Model: G.R.O.W

Our School Coaching Model	Coaching is:
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <p><b>G</b> Goal</p> <p><b>R</b> Reality</p> <p><b>O</b> Options</p> <p><b>W</b> Way Forward</p> </div> </div>	<ul style="list-style-type: none"> <li>• Supportive NOT Supervision</li> <li>• Professional development</li> <li>• Supports the Developing Performance Framework</li> <li>• Controlled by the Coachee</li> <li>• Action plan focused</li> <li>• Confidential</li> </ul>

## Systems and Practices Overview

DOTAL Component	Strategies we use:	Evidence we see:
 <p><b>Curriculum intent</b></p> <p><i>What do my students need to learn?</i></p>	<ul style="list-style-type: none"> <li>• Collaborative Planning – C2C/QSA</li> <li>• Unpacking the C2C Units</li> <li>• Exemplars and standards</li> <li>• Fore-fronted Assessment and criteria</li> <li>• Accessing prior knowledge</li> <li>• Knowing our students through systematic, school-wide and classroom data</li> </ul>	<ul style="list-style-type: none"> <li>• School curriculum documents and teacher planning located on G: Drive               <ul style="list-style-type: none"> <li>➢ Curriculum Framework</li> <li>➢ Reading Program</li> <li>➢ Spelling Program</li> </ul> </li> <li>• Assessment criteria and exemplars</li> <li>• Assessment and Reporting Framework</li> <li>• Warm Ups</li> </ul>
 <p><b>Assessment</b></p> <p><i>What have my students learnt and how well have they learnt it?</i></p>	<ul style="list-style-type: none"> <li>• Fore-fronted Assessment and criteria</li> <li>• Curriculum mapping of assessment task according to curriculum intent.</li> <li>• Using ICT to reduce barriers for students with SWD and learning needs.</li> <li>• Diagnostic Testing</li> <li>• Reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment and Reporting Framework</li> <li>• Reporting cycle including two written reports and verbal reporting per annum.</li> </ul>
 <p><b>Sequencing teaching and learning</b></p> <p><i>What do my students already know and what do they need to learn next?</i></p>	<ul style="list-style-type: none"> <li>• Adapting learning to meet the needs of our students</li> <li>• Focus on Higher Order Thinking skills through Symphony of Teaching and Learning/Blooms Taxonomy/Thinking Hats during learning opportunities</li> <li>• Explicit Instruction Lead Model – Warm ups, I do, We do, You do, Closing</li> <li>• 16 Elements of Explicit Teaching</li> <li>• Data based decision making –student grouping, intervention and extension.</li> <li>• Homework revision and consolidation</li> </ul>	<ul style="list-style-type: none"> <li>• OneSchool planning platform including differentiation for students</li> <li>• WALT, WILF, TIB</li> <li>• I DO, WE DO, YOU DO exemplars</li> <li>• WILT</li> <li>• Homework policy</li> <li>• Digital technologies to support learning</li> </ul>
 <p><b>Making judgments</b></p> <p><i>How do I evaluate the quality of students' performance and their depth of learning?</i></p>	<ul style="list-style-type: none"> <li>• Assessment samples/records</li> <li>• Explicit assessment criteria</li> <li>• ACARA Year level achievement standards</li> <li>• Within school moderation</li> <li>• Cluster moderation</li> <li>• State moderation</li> <li>• Staff networks</li> </ul>	<ul style="list-style-type: none"> <li>• Use of C2C/QSA based assessment criteria</li> <li>• Participation in collegial moderation processes</li> <li>• Face-to-face and digital networks including mailing groups.</li> </ul>

DOTAL Component	Strategies we use:	Evidence we see:
 <p><b>Feedback</b></p> <p><i>Where are students now and where do they aim to be?</i></p>	<ul style="list-style-type: none"> <li>• Peer and Student-Teacher feedback</li> <li>• Written, verbal and non-verbal feedback to students</li> <li>• Collegial Feedback between teaching staff on specific stated 'Look for', as per the Explicit Teaching Agenda using the Feedback Model: <i>3 Positives &amp; a Polisher</i>.</li> <li>• Coaching with Pedagogical Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Student bookwork and performance</li> <li>• Peer feedback</li> <li>• Feedback conversations</li> <li>• Feedback Model – <i>3 Positives &amp; a Polisher</i></li> <li>• Regular coaching session between teachers and coach using GROW model.</li> <li>• Student performance recognition through awards and displays</li> </ul>
 <p><b>STUDENTS</b></p>	<ul style="list-style-type: none"> <li>• Student centred planning</li> <li>• High expectations</li> <li>• Alignment of Curriculum, pedagogy and assessment</li> <li>• Evidenced based decision making</li> <li>• Target and scaffolded instruction</li> <li>• Safe and supportive environment</li> </ul>	<ul style="list-style-type: none"> <li>• Enrolment Interviews</li> <li>• Portfolios of work samples</li> <li>• Differentiation tracking in One School</li> <li>• Homework Policy</li> <li>• Student groupings</li> <li>• Student goal setting against data sets</li> <li>• ACARA year Level achievement standards</li> <li>• Us of OneSchool Dashboard for data analysis and implications for teaching</li> <li>• Learning support programs and resources allocated in conference between Principal, STLaN and teachers.</li> <li>• Learning and Wellbeing Framework</li> <li>• Responsible Behaviour Plan <ul style="list-style-type: none"> <li>➢ School Values</li> <li>➢ Positive Reinforcements</li> <li>➢ Consequences</li> <li>➢ Re-enrolment interviews</li> </ul> </li> <li>• Teachers monitor and conduct follow up contact for unexplained absences</li> <li>• Supporting parenting skills with shared communications of information and support networks.</li> </ul>