

Gatton State School

PEDAGOGICAL FRAMEWORK

2013



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

LEADING FUTURES THROUGH INSTRUCTIONAL LEADERSHIP

At Gatton 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 in which all parties are responsible and empowered to support the strategic plan through:



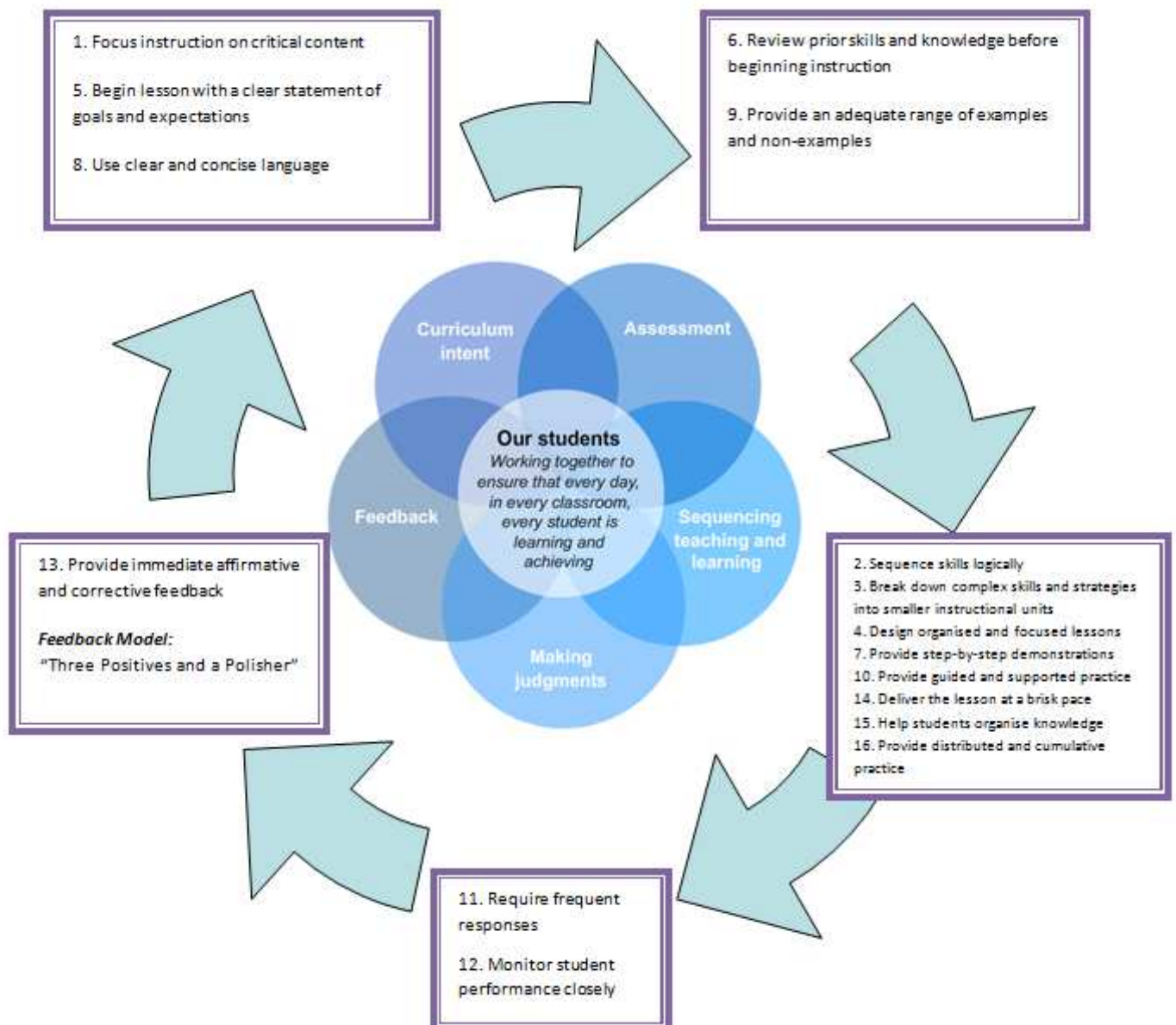
State Priority Actions		School Actions
Successful Learners	<ul style="list-style-type: none"> Focus on the core learning priorities (reading, writing, numeracy and science) to ensure all students have solid foundations to effectively engage in the community Improve attendance, retention, attainment and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

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)



Systems and Practices Overview

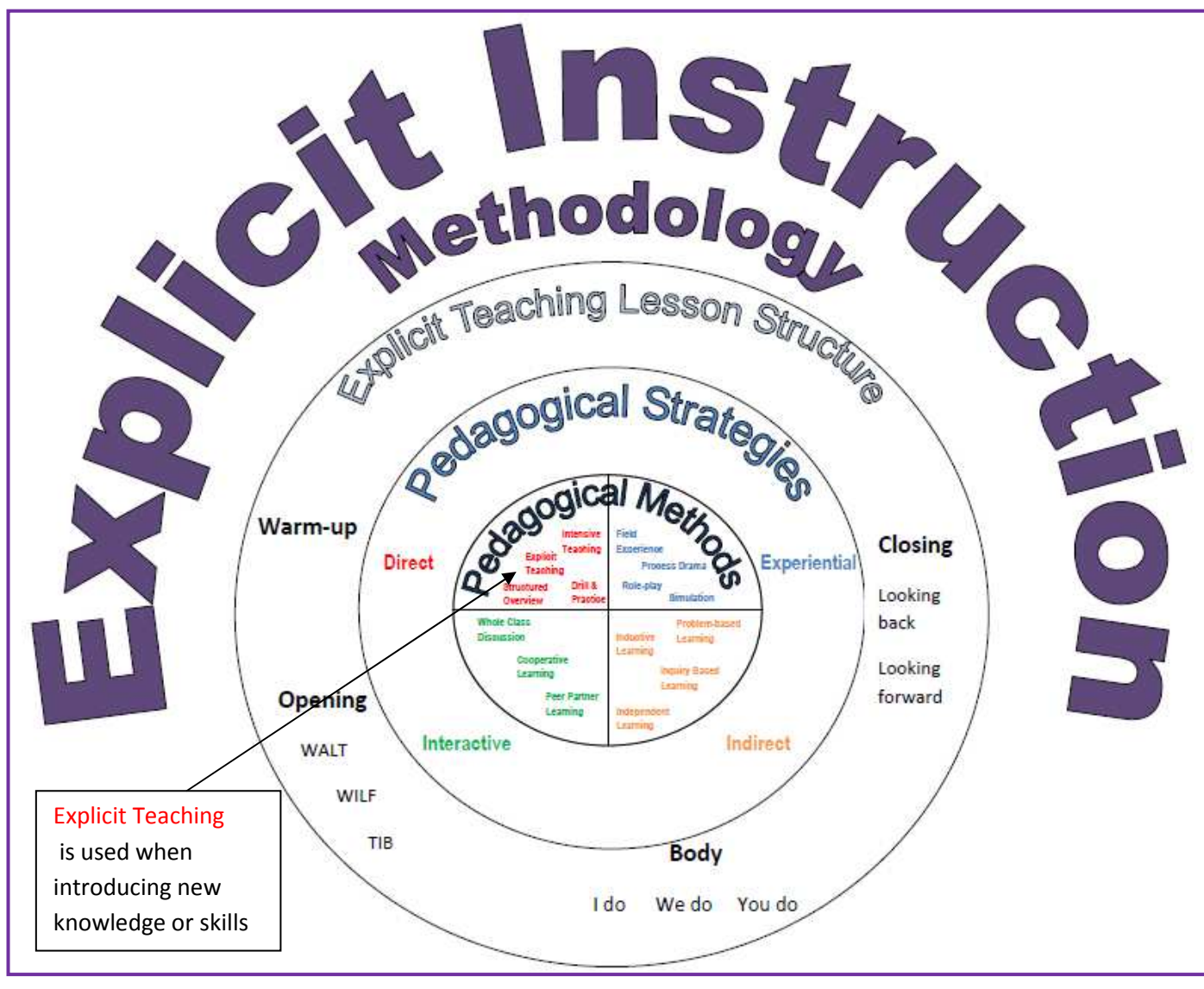
DOTAL Component	Strategies we use:	Evidence we see:
 <p>Curriculum intent</p> <p><i>What do my students need to learn?</i></p>	<ul style="list-style-type: none"> • Collaborative Planning – C2C/QSA • Unpacking the C2C Units • Exemplars and standards • Fore-fronted Assessment and criteria • Accessing prior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

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

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




APPENDIX

Explicit Teaching Lesson

Structure:

Explicit Teaching Lesson Structure
Warm Up
Opening <i>WALT: We are learning to...</i> <i>WILF: What I'm looking for...</i> <i>TIB: This is because...</i>
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
 <ul style="list-style-type: none">Teacher modelling the action or skill to be performed"Thinking aloud"Self-instructionsSelf-instructionsSeveral Demonstrations	 <ul style="list-style-type: none">Prompted or guided practice as students begin to practice new or difficult skills.Use of visual, verbal or physical promptsDirections, questions and reminders using parallel wording to that used during 'I DO' to verify understanding—Why? or How?Gradual withdrawal of scaffolds/supportsMonitor student responses and provide affirmation and corrective feedback	 <ul style="list-style-type: none">Providing independent student practiceMonitoring of accuracy by teacher throughout independent practice.

The three components must be viewed as a flexible 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.

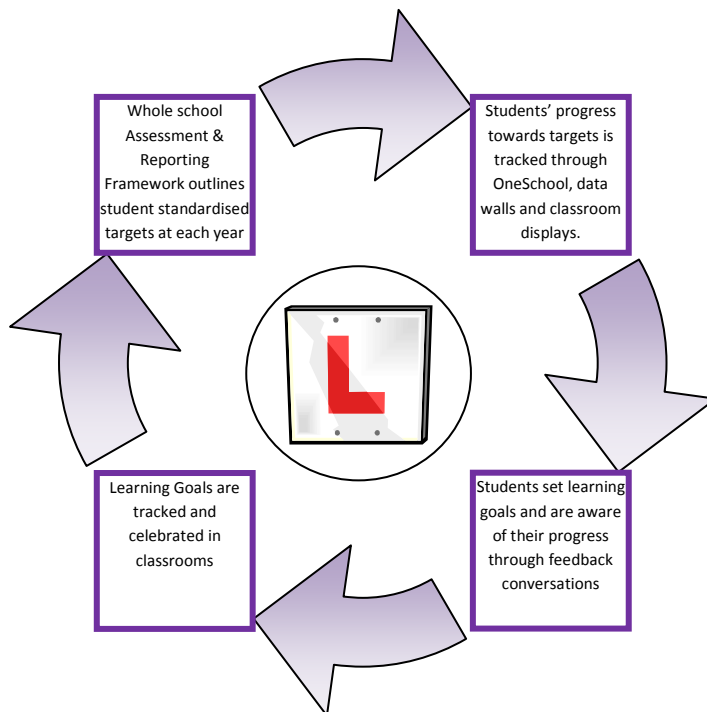


WILT
What I Learnt Today

APPENDIX

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 through



Feedback Model: Three Positive and a Polisher



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

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>Goal</p> <p>Reality</p> <p>Options</p> <p>Way Forward</p> </div> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="background-color: #e91e63; color: white; padding: 5px; margin-bottom: 5px;">G</div> <div style="background-color: #8bc34a; color: white; padding: 5px; margin-bottom: 5px;">R</div> <div style="background-color: #9c27b0; color: white; padding: 5px; margin-bottom: 5px;">O</div> <div style="background-color: #00bcd4; color: white; padding: 5px;">W</div> </div> <div style="margin-left: 20px;"> <ul style="list-style-type: none"> • GOAL • REALITY • OBSTACLES • OPTIONS • WAY FORWARD </div> </div>	<ul style="list-style-type: none"> • Supportive NOT Supervision • Professional development • Supports the Developing Performance Framework • Controlled by the Coachee • Action plan focused • Confidential

