McDowall State School Pedagogical Framework
INTRODUCTION

McDowall State School’s Pedagogical Framework promotes the school’s values and beliefs and is aligned to Department of Education and Training P-12 Curriculum, Assessment and Reporting Framework and Education Queensland’s Pedagogical Framework. It incorporates expectations that the school will implement a research – validated and designed pedagogical framework to support and promote sustained improvement in student achievement.

The school Pedagogical Framework:

- describes the school values and beliefs about teaching and learning that respond to the local context and the levels of student achievement
- outlines processes for professional learning and instructional leadership to support consistent whole-school pedagogical practices, to monitor and increase the sustained impact of those practices on every student’s achievement
- details procedures, practices and strategies – for teaching, differentiating, monitoring, assessing, moderating – that reflect school values and support student improvement
- reflects the six core systemic principles as set out in Education Queensland’s Pedagogical framework.

The six core systemic principles that are evident in our school’s pedagogical framework are:

1. student-centred planning
2. high expectations
3. alignment of curriculum, pedagogy and assessment
4. evidence-based decision making
5. targeted and scaffolded instruction
6. safe, supportive, connected and inclusive learning environments.

OUR VISION

McDowall State School delivers excellence in quality preparatory and primary education services. A quality curriculum delivered by effective professional teaching upholds our vision for all students to experience success and to assume increasing levels of self-responsibility in the achievement of pre-determined learning outcomes within a supportive learning context strengthened by partnerships.

We believe that we can only achieve the best outcomes for all students when life-long learning is embraced by our school community. The five pillars that uphold this belief are:

- ACHIEVING THE BEST OUTCOMES FOR ALL STUDENTS
- FOCUS ON THE CHILD
- QUALITY CURRICULUM
- EFFECTIVE TEACHING RESULTING IN LEARNING
- PARTNERSHIPS – STAFF, STUDENTS, PARENTS AND COMMUNITY
**The Five Pillars – Whole School Level**

**Focus on the Child**
- Learning and Well being Framework
- Responsible Behaviour Plan
- Respectful Relationships Education Programme
- ‘You Can Do It’ programme
- Student Leadership Policy
- Performing Arts programme
- Instrumental Music Immersion Programme
- Sports programme
- Child Needs Committee
  - Extension and intervention
  - Individual plans: ILP/ICP
- Data collection
- School Differentiation policy
  - Extension and Enrichment programme
  - Perceptual Motor Programme
  - Preparatory and Year 1 levels
- outdoor education programmes
- DSTA programme

**Quality Curriculum**
- Australian Curriculum
- School Curriculum Framework
- School Assessment Framework
- School Differentiation Policy
- School Writing, Speaking and Art awards
- Early Years focus on building vocabulary knowledge and use – Read it again programme and STRIVE
- Instrumental Music Immersion programme

**Effective Teaching and Learning**
- Explicit teaching through the Gradual Release of Responsibility Model
- Dimensions of Teaching and Learning
- Focus on developing Executive Function skills
- Professional learning teams implementing responsive teaching practices
- Intervention and extension programmes
- Professional teaching teams engaging in Action Research projects
- Analysis and use of data
- Student data collection
- Reading Data wall
- Writing Assessment Tool
- Collaborative planning teams
- Multi disciplinary teams
- Studies Committee
- Coaching and mentoring programmes
- TLN – Teacher Learning Network
- Sharp focus on School Improvement Agenda

**Partnerships**
- School Council
- Parents and Community
- Local Consultative Committee
- Management Forum
- Studies Committee
- Tartan Network
- Teacher Learning Network
- DSTA program
- Responsible Behaviour Plan
- Community partnerships – Parent evenings, Performing Arts Concerts, Graduation and Special Days
- Teacher and Parent Seminars – TAPS programme
- Prep Transition programme
- TADPOLES Programme
- Instrumental Music Immersion parent information evenings
- eLearning Programme parent information evening

McDowall State School Pedagogical Framework

2016

Achieving the best outcomes for all students
## The Five Pillars – Classroom Level

### Achieving the best outcomes for all students

### Focus on the Child
- Understanding students’ interests and backgrounds
- Know the learner – their goals, interests, learning styles, prior knowledge
- Positive classroom climate established with positive relationships between student and teacher and student and student
- Celebration and acknowledgement of student progress is evident
- Establishing and maintaining classroom procedures, rules and expectations
- Student progress is tracked through the use of – student folios, OneSchool, goal setting
- Feedback provided to students about their learning
- Regular conversations with other teachers, specialist teachers, administration, parents regarding student progress

### Quality Curriculum
- Consistent curriculum planning and implementation of the Australian Curriculum to improve learning
- Alignment of curriculum intent, assessment and making judgments
- Collaborative planning – year level teams, specialist teachers
- Use of school programmes to inform planning and teaching
- Classroom displays that are relevant, educationally stimulating and that reflect the curriculum being taught
- KLAs are clearly identified in daily/weekly planning
- Class timetables reflect the KLAs and recommended time allocation for each of the KLAs
- Incursions and excursions linked to the curriculum

### Effective Teaching and Learning
- Effective teaching – teachers knowing the what, when and how
- Gradual release of responsibility model employed across KLAs
- Modelled, shared, guided and independent literacy and numeracy strategies
  - Use of warm-ups, revision strategies, drill and practice, to move students’ knowledge from short term to long term memory
- A range of explicit, indirect, experiential and Interactive teaching strategies used strategically
- Use of differentiation strategies – scaffolding, tiered tasks, group work, peer tutoring, flipped classroom
- Active student engagement
- Students organised to interact with new knowledge incorporating:
  - Co-operative learning
  - Higher Order Thinking strategies
- Use of data to inform teaching and to monitor student learning
- Quality conversations – self and peer feedback
- Timely and effective professional development

### Partnerships
- Authentic conversations between teachers, students and parents/caregivers
- Students engaged in self and peer feedback
- Students seeking teacher for advice and guidance
- Parents welcome to work in classrooms and to assist during excursions
- Teacher aides working with teachers and students as part of Multi disciplinary teams
- Specialist staff (Child Needs, Music, PE, LOTE, Library) planning and working with teachers
- Regular reporting of student achievement to parents/caregivers – written and oral
- Open, honest communication with students and parents/caregivers
- Regular year level team meetings
- Teacher coaching and mentoring programs, including Beginning Teacher, STEM and Writing mentors
The McDowall Way is based on the principles of Explicit Direct Instruction through the Guided Release of Responsibility, and is heavily influenced by the Dimensions of Teaching and Learning and Executive Function theory. These concepts provide a shared language and a more consistent and effective approach to teaching across our school.

McDowall State School has embraced a model of Explicit Direct Instruction (EDI), encompassing:

- Visible Learning (John Hattie)
- Explicit Instruction (John Fleming)
- High Impact Instruction (Jim Knight)
- Executive Function Skills (Bozeday, G)
- Using data to inform planning (Lyn Sharratt and Michael Fullan)

These well-known theories have been merged into a single approach to form a proven model of teaching and learning which facilitates quality teaching, targeted intervention (where required) and high performance outcomes for all students, underpinned by a strong research base. We have encapsulated it as ‘The McDowall Way’.

The Dimensions of Teaching and Learning

The Dimensions of Teaching and Learning provide scaffolding for teachers to work hard to provide learning experiences that ensure that every day in every classroom, every student is achieving. Critically, in designing and planning for learning, we seek to understand the readiness of all learners and set challenging but achievable learning goals. We know that improving levels of student achievement depends on all of us working together and striving for continual improvement — from classroom teachers, to school leaders, to regions and in central office. We know that the quality of classroom teaching has a profound influence on student learning and achievement. School leaders greatly influence improved student outcomes by creating a school environment in which teachers are guided and supported to be effective teachers who systematically plan, use evidence to inform their practice and employ a range of teaching strategies and methods to improve student learning outcomes. But how do teachers improve student learning outcomes? Effective teachers place the student at the heart of their practice. Successful schools, such as McDowall State School, place the student at the heart of their learning environment.

Learning involves students in making sense of the world. It is not simply about absorbing information but it is an active process of constructing meaning. Teaching is about supporting learning and helping students evaluate what they know, extend or renew their knowledge and deepen their understanding.

Teaching is a complex and challenging profession in which an effective teacher makes countless daily decisions. The most critical decisions focus on the student:

- What do they need to learn?
- How will I know how well my students have learned it?
- How do I teach what my students need to know?
- How do I evaluate the quality of students’ performance and their depth of learning?
- What do my students already know?

The five Dimensions of Teaching and Learning form the basis of every teacher’s professional practice. At its centre are students. Each dimension links to and supports the others.
**Curriculum Intent**

*What do our students need to learn?*
- Curriculum is all the planned learning that our school offers and enacts.
- Curriculum Intent is what we want students to learn from the mandated curriculum.

**How do we do this?**

*Planning we do:*
By developing plans that align with mandated curriculum:
- Australian Curriculum via C2C units
- Essential Learnings and Early Years Curriculum Guidelines.
- Align with Whole School Curriculum Plan and Assessment and Reporting Framework
- Engage in Professional Learning and Action Research
- Australian Professional Standards for Teachers
- Identify whole school priorities through analysis of student achievement data

**Strategies we use:**
- Develop professional networks
- Planned Diagnostic testing
- Individual and Year Level Team planning
- Activating Prior Knowledge
- Scope and Sequencing
- Learning Intentions visible displays
- Differentiation of learning experiences and assessment
- Student Folios and data gathering

**Plan curriculum across three tiers** -
- whole school (strategic overview)
- year level (sequenced and aligned)
- classroom level (detailed and differentiated).

**Evidence we see:**
- Focused and purposeful Year Level, Sector and whole school Meetings
- Student folios
- Use of OneSchool for data gathering and analysis
- A common understanding of the alignment between what is planned, what is taught, what is assessed and what is reported
- Learning Intentions and success criteria displayed in every classroom
Assessment

What have my students learnt? How well do they know it?

- Assessment is the purposeful, systematic and ongoing collection of information as evidence for use in making judgments about student learning.
- Feedback from evaluation of assessment data helps to determine strengths and weaknesses in students’ knowledge, skills and understandings.

How do we do this?

Planning we do:

- Whole school perspective on assessment – evidenced in the School Assessment and Reporting Framework
- Benchmarking documents
- Alignment with curriculum intent, teaching and learning
- Differentiated assessment
- Assessment is used:
  - For learning – to monitor student progress to inform teaching
  - As learning – develop students’ capacity to monitor the quality of their own learning and to inform students’ future learning goals
  - Of learning – collect evidence of student achievement (knowledge, skills, understandings) against goals and standards for summative purposes

Strategies we use:

- Whole school Curriculum Plan, School Assessment and Reporting Framework,
- Front – end assessment to ensure planning to scaffold student learning
- Review results (class, year level and cohort)
- Modify planning to suit individual needs
- Moderation processes across year levels to ensure consistency of teacher judgment
- Use Class Dashboard in OneSchool to analyse data in order to plan next steps in teaching and learning at class and individual level
- Use School Performance and OneSchool data to evaluate whether standards are being achieved at whole school level

What is assessment?

The Melbourne Declaration on Educational Goals for Young Australians defines three broad purposes for assessment:

- Assessment for learning - enabling teachers to use information about student progress to inform their teaching.
- Assessment as learning - enabling students to reflect on and monitor their own progress to inform their future learning goals.
- Assessment of learning - assisting teachers to use evidence of student learning to assess student achievement against goals and standards.
Strategies we use continued

- Use evidence in student responses to inform fair and valid judgements for twice yearly reporting
- Variety of assessments that use GTMJ, checklists, observations to monitor student learning
- Provision of exemplars
- Assessment schedules

Evidence we see:

- Modified assessment tasks
- Differentiated assessment tasks recorded
- Range and balance of assessments appropriate to the Year Level
- Assessment task sheets, criteria sheets and GTMJ available and explained for students
- Exemplars used to scaffold student understanding of the task requirements
- Moderation across year levels using Australian Curriculum Achievement Standards
- Uniformity of standards within and across Year Levels via moderation
- Use of metalanguage and glossary of terms within and across content areas
- Use of OneSchool to record data and for data profiles
- Student Folios

Curriculum Intent and Assessment: Expectations for core practice at McDowall State School

1. School-wide Assessment Framework is given to all staff which shows timelines and details of assessment for each year.
2. Diagnostic assessment is available at the beginning of the year to inform teaching, learning and assessment.
3. Assessment instrument sheets, GTMJ and other scaffolds are saved in year level folders on G drive.
4. Year Level Planning meetings have all staff involvement as a priority.
5. Learning Intent (WALT or similar) and success criteria (WILF or similar) is displayed in every classroom and articulated to and by students.
6. Individual student goals are visible and explicitly linked to ACARA, C2C or Literacy Continuua.
7. Student goals used in all classrooms.
8. Year Level Action Research Project to align with Whole School Improvement Agenda and drive Year Level Improvement.
Sequenced Teaching and Learning
What do our students already know? What do our students need to learn next? How do we teach it?
• The relationship between what is taught and how it is taught is critical in order to maximise student learning.
• Effective teachers
  o find out what student already know and set goals for the next steps of learning.
  o sequence learning that provides multiple opportunities for all students to explore and consolidate ideas, skills and concept.
  o Have high expectations for their own teaching practice
  o move their students towards independent learning through a gradual move from the teacher directing learning
  o encourage students to take responsibility for their own learning
  o challenge and support all students by using a variety of teaching strategies

How do we do this?
Planning we do:
• Data profiles and case studies
• Front-end assessment
• Differentiating teaching and personalising learning by:
  ✓ Differentiating at 4 levels – content, process, product and environment
  ✓ Knowing the learners – goals, interests, learning styles, prior knowledge
  ✓ Analysing what misunderstanding/misconceptions are evident from pre-assessment
  ✓ Developing positive relationships with each student
• Link to school priorities

Strategies we use:
At McDowall State School we use Explicit Direct Instruction through the Gradual Release of Responsibility Model, incorporating the following phases – Get Ready for learning, I do, We do, You do, Next Steps
1. Direct Teaching is highly structured, encompassing:
• Explicit teaching,
• Structured overview (Define lesson intentions and success criteria)
• Warm ups
• Drill and practice
• Intensive teaching
2. **Interactive Teaching** supports students in working collaboratively and productively in active, hands-on and participatory learning, through
   - whole class discussions
   - cooperative learning
   - peer or partner learning

3. **Indirect Teaching** is learner centred and gives students opportunities to make decisions and choices about their learning, through
   - inquiry-based learning
   - Inductive teaching
   - Problem-Based Learning
   - Independent learning

4. **Experiential Teaching** enables students to learn and construct meaning through experiences, like
   - Field experience
   -Simulation
   - Role play
   - Process drama

In addition to these methods, McDowall State School teachers also use the following strategies:
   - Anecdotal classroom observations
   - Modelling and using the use of metalanguage and learning area-specific shared vocabulary
   - Digital pedagogies, ICT integration and innovation

**Evidence we see:**
   - Student teacher relationships developed with a positive classroom learning tone
   - Students actively engaged in learning
   - Students actively monitoring their learning as they articulate the lesson intention, success criteria and their learning goals
   - Modelled, guided, shared and independent reading and writing lessons using the Gradual Release of Responsibility model
   - High standard of classroom display that is relevant and educationally stimulating – learning intent, metalanguage and glossary lists (from C2C etc) visible and used/referred to during lessons
   - Regular conferencing of student work with feedback provided to each student

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**Sequenced Teaching and Learning**

**Expectations for core practice at McDowall State School**

1. Teachers conversant with the teaching strategies from the above Dimensions of Teaching and Learning (DoTAL) and the appropriate context for each strategy.
2. Teachers implement teaching and learning strategies as appropriate to a given context.
3. Differentiation for students recorded as required in daily and unit planning.
4. Data is collected from a variety of sources to inform planning, assessment and reporting options.
Making Judgments

How do I evaluate the quality of student performance and the depth of their learning?

• Assessment is integral to the teaching and learning process, however assessment alone will not progress learning.
• Assessment assists students and teachers to make judgements against specified standards about the quality of learning and to inform the next steps for learning.
• It is the process of judging and evaluating quality of performance and depth of learning that is important to the promotion of learning.

How do we do this?

Planning we do:
• Develop a deep understanding of the curriculum content for the Year Level and the students
• Know and use the relevant curriculum, assessment and reporting documents
• Using standards, evidence and teacher agreement to achieve consistency of judgement
• Develop task-specific descriptions of quality for the elements being assessed

Strategies we use:
• Provide clear expectations about quality performance
• Be clear and explicit with students about the quality of work expected and how they will be judged
• Teach students how to use task-specific standards descriptors and view exemplars
• Provide clear expectations about quality performance and scaffold the GTMJ or task criteria
• Student set individual learning goals and regularly monitor their own progress

Evidence we see:
• Results and comments entered into OneSchool as per the assessment schedule
• Feedback discussions with parents, students and other teachers
• Written feedback in student workbooks and on assessment tasks/ GTMJs
• Learning Intentions and success criteria (WALT, WILF or TIB) is articulated to students
• Records of students’ goal setting, either displayed or within students’ workbooks
Feedback
Feedback underpins all teaching, learning and assessment processes. It can be defined as information and advice provided by a teacher, peer, parent or self about aspects of one’s performance aimed at improving learning. It is this function combined with effective instruction that provides the power of feedback.

Feedback involves:
- partnerships between students, teachers and parents
- students engaging in self-feedback and peer-feedback, and providing feedback to the teacher
- teachers reflecting and engaging in self-feedback and seeking feedback from colleagues, students and parents to strengthen the effectiveness of their teaching practice and inform the next steps for learning
- teachers providing ongoing feedback

Where are my students now? and Where do they need to be?
- The aim of feedback is to improve learning.
- Teachers and students use feedback to close the gap between where students are and where they aim to be.
- Teachers use self-reflection (feedback) to guide and improve their teaching practice.
- Feedback can be written, spoken, gestured t→s, s→s, t→t, s→t.
- Feedback can be formal and informal.
- Feedback occurs throughout the teaching and learning process.

How do we do this?
Planning we do:
- Use individual student achievement data to:
  - inform teaching and learning
  - close the gap between where students are and where they need to be
- Self-assessment and peer feedback
- Goal setting
- Diagnostic testing
- Pre-testing and post-testing
Strategies we use:

• By giving quality productive feedback against explicit criteria, which is:
  o timely, ongoing, instructive and purposeful, delivered in a positive way
  o given at the task, process and self-regulation levels
  o focused on the quality of student performance and not on the student

• Feedback gives specific information about what to do next, challenges students and requires students to take action and responsibility.
• School reporting
• Communication with and parent / caregivers in teacher interviews and/or meetings

Evidence we see:

• Conversations between teachers and students using language about learning
• Students engaging in self and peer feedback
• Moderation to ensure consistency of judgement for reporting purposes
• Parent nights, interviews and conversations
• Reporting
• Visible learning goals in every classroom
• Students able to articulate their learning goals and their ‘next steps’ to achieve learning goals
• Students being independent, automatic and competent thinkers
• Celebrations of student progress

To be effective, feedback needs to be clear, purposeful, meaningful and compatible with students’ prior knowledge, and to provide logical connections (Hattie, 2009)

Making judgments and Feedback

1. Teach students how to interpret the GTMJs, descriptors and exemplars to plan and review their learning result
2. Fully participate in moderation to support decision making and consistency of judgments
3. Folio of student work to inform assessment across a range of tasks, modes and instruments
4. Personalised feedback provided to each student throughout units
5. Regular assessment is marked in a timely manner and quality timely feedback given to students
6. Diagnostic testing results entered in OneSchool by the due date
7. Reporting completed for all students in OneSchool by the due date without errors or omissions
The Gradual Release of Responsibility Model

The Gradual Release of Responsibility, otherwise known as scaffolded instruction, is broadly recognized as a successful approach for moving classroom instruction from teacher-centred, whole group delivery to student-centred collaboration and independent practice. Sometimes referred to as — I do it, we do it, you do it, this model proposes a plan of instruction that includes demonstration, prompt, and practice.

This graphic, from the work of Doug Fisher and Nancy Frey (2007), takes the model a step further by defining the specific stages in greater detail.

Taken as a whole, the triangles represent the mentoring relationship and two-way interaction between the teacher and student. At the beginning of a lesson or when new material is being introduced, the teacher has a prominent role in the delivery of the content. This is the — I do phase. As the student acquires new information and skills, the responsibility for learning shifts from teacher-directed instruction to student processing activities.

In the — We do phase of learning, the teacher continues to model, question, prompt and cue students; but as student move into the — You do phases, they rely more on themselves and less on the teacher to complete the learning task. The Gradual Release of Responsibility model splits Fleming’s — You do it into two components — — You do it together and — You do it alone — further strengthening students’ performance and participation as a collaborative (through group work) and independent learner.

The gradual release of responsibility model provides teachers with an instructional framework for moving from teacher knowledge to student understanding and application. The gradual release of responsibility model ensures that students are supported in their acquisition of the skills and strategies necessary for success.

As part of the gradual release of responsibility model, curriculum must be vertically aligned so students do not waste time on skills and strategies already mastered. In curricula with strong vertical alignment, content redundancy is reduced and the curriculum is rigorous and challenging.

Importantly, the gradual release of responsibility model is not linear. Students move back and forth between each of the components as they master skills, strategies and standards.
Our core practices: in McDowall State School classrooms every day, you will see students actively learning

**Get Ready**
- Warm up for learning
- Set Learning Intentions - WALT
- Identify success criteria - WILF

**I do**
- Teacher thinks aloud - refers to learning intentions
- Models use of learning goals
- Students watch, listen, think and learn

**We do**
- Work together - collaborative learning
- Practise the new skill and seek feedback from peers
- Check for understanding against success criteria

**You do**
- Work alone - work independently
- Seek feedback from teacher
- Works to consolidate the new skill - consults learning goal

**What Next?**
- Revisit success criteria
- Feed up, Feed back, Feed forward
- Set ‘next step’ goals
The Waterfall *infographic* (Sharratt and Fullan 2012): in McDowall State School classrooms you will see students actively monitoring their learning.

*The Power of the ‘five critical questions’ to gather feedback on how explicit the instruction is and how improvement is progressing.*

Questions for students:

1. What are you learning?
2. How are you doing?
3. How do you know?
4. How can you improve?
5. Where do you go for help?

(Lyn Sharratt Learning Walks and Talks Training Materials, 2008-2015)

Questions for teachers:

1. What are you teaching?
2. Why are you teaching it?
3. How are you scaffolding the learning?
4. How do you know if your students understand what you are teaching?
5. How can you improve? And Who do you identify as your mentor/s?
The components of Explicit Direct Instruction are enacted at McDowall State School via the Gradual Release of Responsibility model (Fisher and Frey, 2008). These models together form a solid framework which underpins teaching and learning at our school – The McDowall Way.

The McDowall Way is a strategy for building a shared vision, an understanding and a commitment to excellence across the school. These ‘Big 4’ elements informed our design of the The McDowall Way logo, namely the interface between the Dimensions of Teaching and Learning (DoTL) at its core and the categorization of Planning, Implementation, Assessment & Reporting and Reflection & Review, which are consistent with both the DoTL and the tenets of High Impact Instruction and the Four Improvement drivers: assessment, instruction, leadership, and ownership. (delineated by Sharrat and Fullan 2012). These drivers inform the way we analyse student data to inform planning for success for all students.

The Fleming Model for Effective Teaching builds upon the intent of Direct Instruction, by introducing the “Get Ready, I do, We do, You do, Next Steps” process and articulating clear learning intentions. Fleming also outlines Four Pillars, which are incorporated into the development of The McDowall Way, namely:

- Teacher accountability
- Explicit instruction
- Moving student learning from short term to long-term memory; and
- Creating effective relationships between teachers and students

The McDowall Way also incorporates the work of Anita Archer and Charles Hughes on Explicit Instruction and promotes active participation in the Learning Process.

Underpinning our shared practice is the drive to enhance the Development of Executive Function Skills for all students. Executive Function and capacity to self-regulate for life and learning are crucial foundations. Current Neuroscience reports that the pre-frontal cortex (PFC) enables us the ‘highest cognitive processes’ of ‘executive function’ (working memory, cognitive flexibility, inhibitory control). It matures through a process of neuroplasticity (pruning of unused cells to provide for most recently activated neurons and growth of connections between these), and is malleable. Stimulating the PFC during periods of rapid development strongly influences cognitive and social-emotional control - growth of executive function capacities.

In order to meet evolving 21st century challenges, we are obliged to provide our students with ‘activating’ experiences to stimulate this growth. As we teach students higher order skills and metacognitive awareness such as to ‘evaluate’ information, to actively ‘use’ this, to collaborate, we are essentially stimulating neurological growth (neurons that fire together, wire together), and building a critical learning capacity. (Dr A Collins, Dr J Willis).

The McDowall Way is an alignment of research, shared beliefs and best practice that forms our productive pedagogies.
### The McDowall Way  Explicit Teaching Guide / What we know works in the classroom

*Attention  *Inhibition Control  *Working Memory  *Organisation

<table>
<thead>
<tr>
<th>Lesson Phase and description</th>
<th>Teacher Practice</th>
<th>Student Practice</th>
<th>*Executive Function and Neuroscience</th>
<th>Developing Oral language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get Ready</td>
<td>What will others see the teacher do</td>
<td>What will others see students do</td>
<td>What music teachers do</td>
<td>What Laura Justice tells us</td>
</tr>
<tr>
<td></td>
<td>“Tune” students in for learning</td>
<td>“Tune In” to learning</td>
<td>Establish ‘Get Ready’ routines</td>
<td>Revisit known vocabulary</td>
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<tr>
<td></td>
<td>Use quick, sharp and fast-paced energy</td>
<td>Actively respond – individual/choral</td>
<td>Set expectations</td>
<td>Build ‘mental models’ – ‘Are you connecting with this?’</td>
</tr>
<tr>
<td>Get Ready</td>
<td>Activate prior knowledge through Interactive Review /Warm-Ups</td>
<td>Make connections from known to unknown</td>
<td>Review skills</td>
<td>‘Neurons that fire together wire together’</td>
</tr>
<tr>
<td></td>
<td>Explicitly state learning intentions (LI) and success criteria (SC)</td>
<td>Clearly articulate the learning intentions and success criteria (WALT and WILF)</td>
<td>Physical movement / warm ups</td>
<td>Repeat exposure to POWer words</td>
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<tr>
<td></td>
<td>Check for understanding (CFU) – VAM</td>
<td>What music teachers do</td>
<td>Focus attention</td>
<td></td>
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<tr>
<td></td>
<td>Check posture</td>
<td>Develop Oral language</td>
<td>Revisit organisational procedures</td>
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<tr>
<td>I Do</td>
<td>Explicitly model new skill/concept/content (Think aloud strategy)</td>
<td>Actively listen and watch</td>
<td>Activate listening</td>
<td>Direct instruction</td>
</tr>
<tr>
<td>Direct Instruction</td>
<td>Use quick, sharp and fast-paced energy</td>
<td>Actively respond as needed</td>
<td>Explicitly teach</td>
<td>Explicitly teach</td>
</tr>
<tr>
<td></td>
<td>Use clear, concise language</td>
<td>Record or take notes as needed</td>
<td>Build working memory</td>
<td>STRIVE – robust vocabulary instruction (POWer Words)</td>
</tr>
<tr>
<td></td>
<td>Unpack and scaffold related vocabulary</td>
<td>Ask for clarification as needed</td>
<td>Encourage focus</td>
<td>Deep learning of vocabulary</td>
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<tr>
<td></td>
<td>‘Chunk’ new information from simplest to more complex</td>
<td></td>
<td>Chunk concepts for learning</td>
<td>Use graphic organisers to scaffold learning</td>
</tr>
<tr>
<td></td>
<td>Check for understanding (CFU) – constantly scan</td>
<td></td>
<td>Think alouds to model problem solving</td>
<td>Explicitly teach language skills for comprehension: vocabulary, narrative, inferencing</td>
</tr>
</tbody>
</table>
We Do

<table>
<thead>
<tr>
<th>Guided Instruction</th>
<th>‘You Do’ Together</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide guided instruction with intentional questioning</td>
<td>• Circulate around room - CFU/ monitor student progress</td>
</tr>
<tr>
<td>• Provide supported practice</td>
<td>• Clarify confusion by engaging students in focused talk</td>
</tr>
<tr>
<td>• Use visual aids, auditory prompts and/or movement (VAM)</td>
<td>• Monitor individuals closely (student goals; mastery)</td>
</tr>
<tr>
<td>• Use quick, sharp and fast-paced energy</td>
<td>• Provide immediate affirmative and corrective feedback</td>
</tr>
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<td>• Frequently check for understanding (CFU) and provide feedback against SC (or student goals)</td>
<td>• Provide additional scaffolding as needed</td>
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<td>• Continue to provide additional modelling or chunk complex skills</td>
<td>• Continue to differentiate the learning</td>
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<td>• Revisit concept and model in a different way as needed (whole class/small group/individual)</td>
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| • Ask questions, respond to questions and seek clarification | • Work with others |
| • Actively participate through articulating, explaining and demonstrating | • Share understandings |
| • Work with teacher or peers to practice/apply new knowledge or skill | • Collaborate on authentic and targeted tasks (respond to, build on, ask, question) |
| • Persist and problem-solve | • Consult teacher as needed |

| • Build working memory | • Chunk and scaffold and repeat |
| • Scaffold ‘chunk’ learning | • Collaborate and problem solve |
| • Repeat concepts | • Activate and add to working memory |
| • ROTE learning | • Positive peer pressure |
| • Joint problem solving | • Build persistence – You can do it. |
| • Active listening | • Build ‘Grit’ / cognitive load |
| • Active participation – build resilience and emotional control | |

| • Interactive reading | • Structure discussions |
| • Integrate robust vocabulary | • Scaffold dialogue in collaborative learning tasks – use ‘PEER sequence’ (Prompt with open questions, Evaluate, Extend, Repeat) |
| • Combine incidental and direct instruction | • Practice ‘elaborating’ words |
| • Use cognitively challenging ‘talk’ – model complex sentence structures and patterns | • Monitor and give feedback |
| • Use inferential discussion techniques | • Scaffold reflective learning |
| • Take shallow learning to deep learning, example, ‘POWer words’ used in sentences to show meaning | |
### Independent Practice

- Provide graphic organisers to scaffold student learning
- Provide distributed and cumulative practice (repetition)
- Circulate around room/monitor student progress (CFU)
- Provide immediate affirmative and corrective feedback
- Provide differentiated support as needed
- Work independently to complete set tasks
- Utilise notes, charts/exemplars and classroom environment
- Self-monitor against SC/personal goals
- Seek clarification to ensure success
- Maintain attention on learning

### What Next?

- Review learning Intentions (WALT) and revisit success criteria (WILF)
- Question students to reinforce understanding (use exit statements, focused quizzes, small whiteboards etc.) – VAM
- Evaluate ‘where to next’ based on student success
- Ask students:
  - What have you learnt today?
  - What do you need to do to improve?
  - Where can you go for help?
- Actively respond to questions posed by teacher
- Reflect on own learning against SC or WALT/WILF
- Identify next learning goal
- Revisit success criteria for the lesson and encourage reflective learners
- Students accountable for their learning – active participation strategies
- Monitor learning and provide feedback to students
- Revisit student goals and adjust as necessary

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| • Maintain attention on learning | • Monitor learning and provide feedback to students |

* Every lesson has bookends – Get Ready and What Next Phases. The other phases are not always sequent