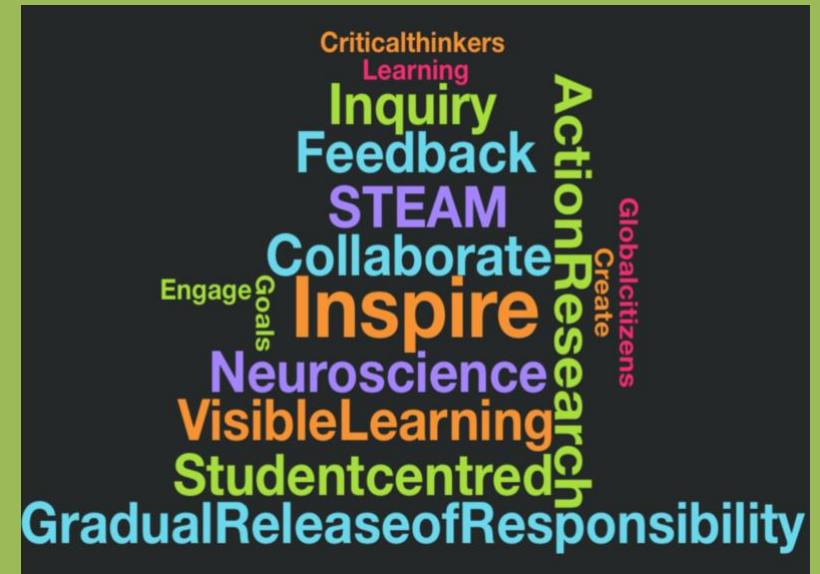


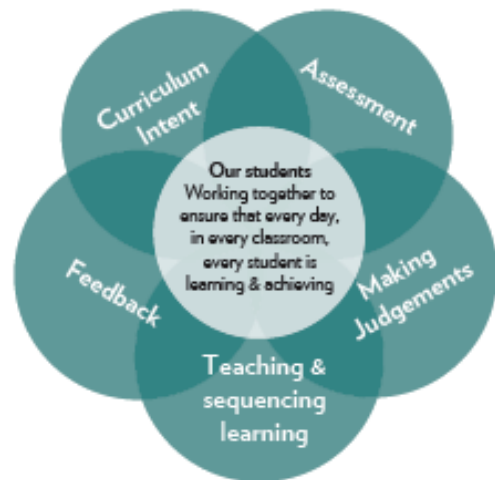
2020

McDowall State School Pedagogical Framework

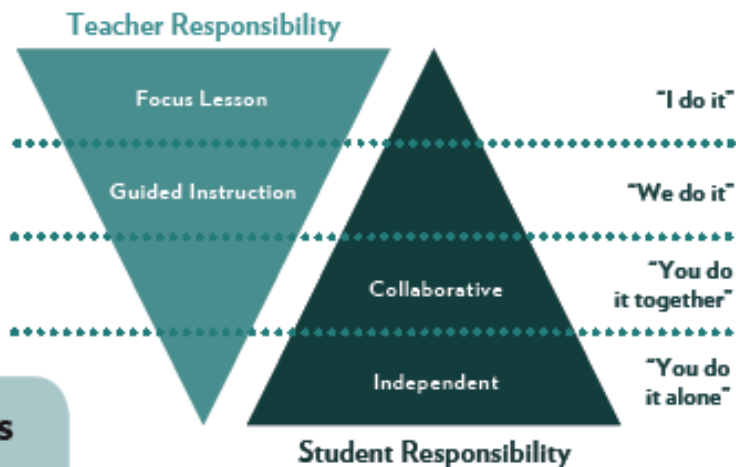




Dimensions of Teaching and Learning



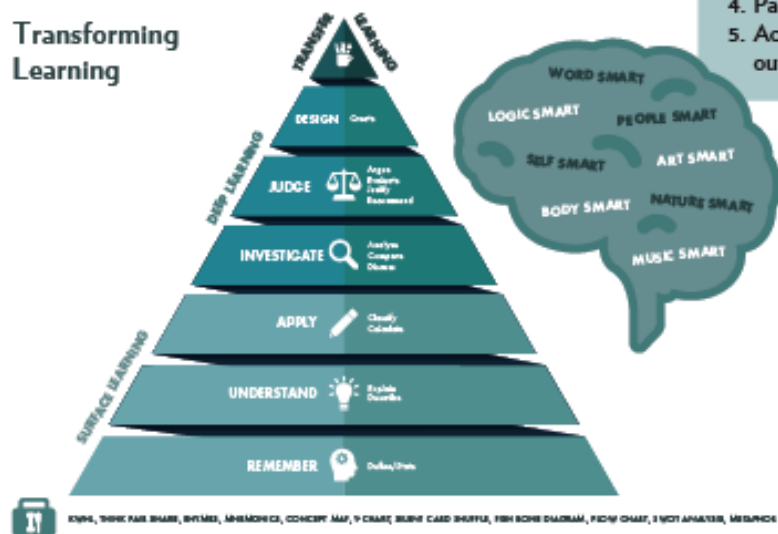
Gradual Release of Responsibility



Five Pillars

1. Focus on the Child
2. Effective Teaching and Learning
3. Quality Curriculum
4. Partnerships
5. Achieving the best outcomes for all students

Transforming Learning



A Model for Success for all Students



INTRODUCTION

McDowall State School's Pedagogical Framework promotes the school's values and beliefs and is aligned to Department of Education P-12 Curriculum, Assessment and Reporting Framework and the Pedagogical Framework. The school has designed and implemented a research-validated pedagogical framework to establish 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 'McDowall State School Learner'
- 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 the Department of Education'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, connected, 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

ACHIEVING THE BEST OUTCOMES FOR ALL STUDENTS

FOCUS ON THE CHILD

- Learning and Well-being Framework
- Code of Conduct for students
- 'You Can Do It' programme
- Student Leadership Policy
- Performing Arts programme
- Instrumental Music Immersion Programme of Excellence
- Sports/Fitness programme
- Human Movement Programme
- Child Needs Committee
 - extension and intervention
 - Individual Curriculum and Personalised Learning plans:
- Assessment and Reporting Framework and Data Plan
- School Differentiation policy
 - Extension and Enrichment programme
- Defence Force School Mentor
- School Writing, Speaking, and Art awards

QUALITY CURRICULUM

- Australian Curriculum
 - English, Maths, Science, HASS The Arts, HPE, Japanese, Technologies
- School Curriculum Framework
- School Assessment Framework
- School Differentiation Policy
- School Programmes – Mathematics (including mental and Problem-solving strategies), Science, HASS, The Arts, The Teaching of Reading, Writing, Vocabulary and Spelling, Technologies and STEAM.
- Early Years focus on building vocabulary knowledge, reading [Letters and Sounds Programme and Phonemic Awareness programme]
- Whole school focus on Reading Comprehension (QAR strategies), vocabulary (STRIVE), Writing (McDowall State School Programme)

EFFECTIVE TEACHING AND LEARNING

- Explicit teaching and Guided Inquiry learning through the Gradual Release of Responsibility Model
- Dimensions of Teaching and Learning
- Focus on the principles of Neuroscience / How the brain learns
- Professional teaching and learning teams engaging in action research to implement responsive teaching practices
- Intervention and extension programmes
- Student diagnostic data collection
- Analysis and use of data to inform planning for enhanced learning
- Class Needs discussions
- Collaborative planning teams
- Multi-disciplinary teams
- Studies Committee
- Coaching and mentoring programmes
- Productive Pedagogy Committee
- Sharp focus on School Improvement Agenda

PARTNERSHIPS

- School Council
- Parents and Community
- Local Consultative Committee
- Leading the Learning Forum
- Studies Committee
- Productive Pedagogy Committee
- Tartan Network
- Collaborative Teacher Learning
- Defence Force School Mentor programme
- Responsible Behaviour Plan
- Community partnerships – Parent evenings, Performing Arts Concerts, Graduation and Special Celebration Days
- Teacher and Parent Seminars –TAPS programme
- POWER into PREP sessions
- Prep Transition programme
 - TADPOLES Programme
- Instrumental Music Immersion Programme of Excellence parent information evenings
- eLearning Programme parent information evening

THE FIVE PILLARS – CLASSROOM LEVEL

FOCUS ON THE CHILD

- Understanding students' interests and backgrounds
- Knowing the learner – their goals, interests, learning styles, prior knowledge
- Engaging and inspiring learners
- Positive classroom climate established with positive relationships between student and teacher and peers
- Celebrating and acknowledging student progress regularly
- Establishing and maintaining classroom procedures, rules and expectations
- Student progress is tracked through the use of – student folios, OneSchool student profile
- Students setting goals – '5 Questions for Learners'
- Feedback provided to students about their learning/goals
- Feedback loops
- Regular conversations with other teachers, specialist teachers, administration, parents regarding student progress

QUALITY CURRICULUM

- Consistent and connected curriculum planning to implement the Australian Curriculum
- Alignment of curriculum intent, assessment and making judgments
- Collaborative planning– year level teams, specialist teachers
- Use of school programmes to inform planning, teaching and learning
- Classroom displays that drive learning.
- Learning walls that reflect the curriculum being taught and increase student understanding of learning tasks
- 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 to enhance learning outcomes

EFFECTIVE TEACHING AND LEARNING

- Effective teaching – teachers knowing the what, when and how – '5 Questions for teachers'
- The McDowall Teaching Guide (Gradual release of responsibility model) used in all lessons across KLAs – teacher clarity
- Modelled, shared, guided and independent 'high yield' literacy, numeracy and inquiry strategies e.g., warm-ups, revision strategies, drill and practice
- Active learners using movement, mnemonics, jingles etc. for deep learning and transfer of knowledge
- 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 students learning dialogically
- Students organised to interact with new knowledge incorporating:
 - Co-operative learning
 - Critical and creative thinking
- Use of data to inform teaching and to monitor student learning
- Quality conversations – self and peer feedback
- Targeted professional learning

PARTNERSHIPS

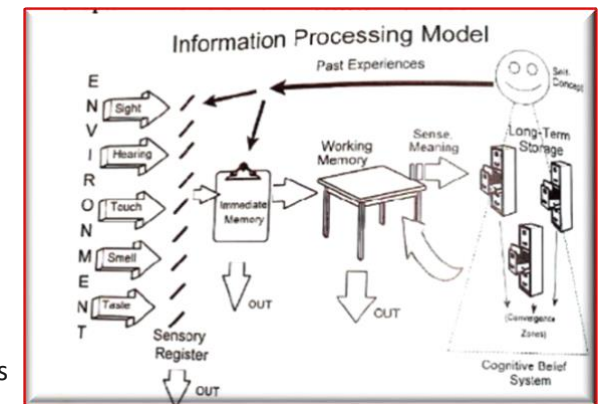
- Authentic conversations between teachers, students and parents/caregivers
- Students engaged in self and peer feedback
- Students knowing their 'next steps' for learning
- Parents welcome to work in classrooms and to assist during excursions
- Teacher aides working with teachers and students as part of Multi-disciplinary teams
- Specialist staff (Child Needs, Music, PE, Dance, Japanese, 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, STEAM and Writing mentors

The McDowall State School Way is based on the principles of Explicit Instruction, Inquiry learning and Dialogic Instruction through the Guided Release of Responsibility method and is heavily influenced by the Dimensions of Teaching and Learning, Neuroscience research around 'How the brain learns' and the principals of Visible and Active learning. These concepts provide a shared language and a consistent and effective approach to teaching and learning across our school. The McDowall State School Way is a strategy for building a shared vision and collective efficacy, an understanding and a commitment to excellence across our school. These 'Big 4' elements informed our design of the 'The McDowall State School Way', namely the interface between the Dimensions of Teaching and Learning (DoTL) at its core and the categorisation 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.

McDowall State School has embraced a model of teaching encompassing:

- Visible Learning (John Hattie, Fischer and Frey)
- Neuroscience research around 'How the brain learns' (David Sousa)
- Dimensions of Teaching and Learning (DoE)
- Active Learning and Explicit Instruction (Anita Archer, Dr. Rod Campbell)
- High Impact Instruction (Jim Knight)
- Using data to inform planning (Lyn Sharratt and Michael Fullan)

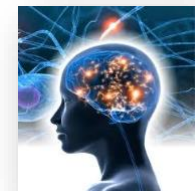
Current Neuroscience reports that the brain processes information in a variety of ways and teachers need to harness this research to help students make new meaning and maximise learning. The brain seeks 'patterns' and teachers must scaffold the way to 'organise and link information' so students can transfer their deep learning. (David Sousa)



The brain 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 Prefrontal Cortex during periods of rapid development strongly influences cognitive and social-emotional control - growth of executive function capacities. Teachers need to understand that learning must engage the whole person. Inspiring students to learn is paramount.

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 thinking 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).

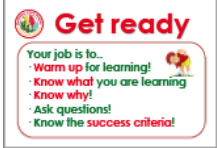

The McDowall State School Way is an alignment of research, shared beliefs and best practice that forms our productive pedagogies. These well-known theories, underpinned by strong research, have been merged into a uniform approach to form a proven model of teaching and learning, which facilitates; quality teaching, collective efficacy, teacher clarity, active learners, strong focus on dialogic learning, critical and creative thinking, inquiry learning, targeted intervention and high performance outcomes for all students.

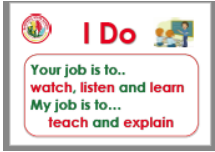

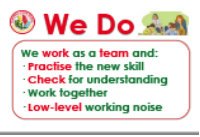



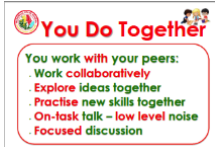
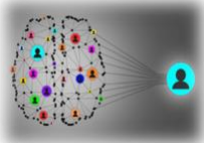
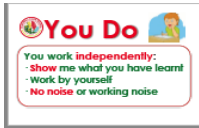

McDowall State School Teaching Guide

What we know works in the classroom

- Every effective lesson has bookends – *Get Ready* and *What Next* Phases.
- The other phases are **NOT** always linear and may ‘loop’ within the lesson or form the major focus of follow up lessons.
- Feedback / Checking-in will determine which phase of the lesson to undertake next in the cycle. For example, after the *We Do* phase, students might undertake the *You Do* activity; observing the students, the teacher notes that more modelling is required, so the lesson loops back to the *We Do* phase.
- Indicators within each phase of the lesson are **NOT** necessarily part of every lesson. The listed indicators are part of McDowall State School teachers’ toolkit.

Lesson Phase and description	<u>Teacher Practice Indicators</u> <i>What will others see the teacher do</i>	<u>Student Practice Indicators</u> <i>What will others see students do</i>
<p style="text-align: center;">Get Ready</p> <div data-bbox="293 895 508 1043" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;">  <p style="text-align: center;">Get ready</p> <p style="font-size: small;">Your job is to...</p> <ul style="list-style-type: none"> • Warm up for learning! • Know what you are learning • Know why! • Ask questions! • Know the success criteria! </div> <p style="text-align: center; color: red; font-weight: bold; margin-top: 20px;"><i>Book End</i></p>	<p>Tune students in for learning, use some of the following:</p> <ul style="list-style-type: none"> • Create a positive learning environment where students feel valued • Activate prior knowledge through Interactive Review • Routinely use Active Warm-Ups • Explicitly state Learning Intentions (LI) and Success Criteria (SC) [use the Metalanguage – LI & SC or WALT & WILF] • Check for understanding (thumbs up, thumbs down, pop sticks etc) • Use a Hook to stimulate student curiosity – visual, aural etc • Use quick, sharp and fast-paced energy • Check student posture and scan for students ready to learn 	<p>Students engage their Calm brain and ‘tune-in’ to learning:</p> <ul style="list-style-type: none"> • Actively respond – individual/choral • Make connections from known to unknown • Clearly articulate the learning intentions and success criteria (WALT and WILF) • Prefrontal Cortex of the brain is engaged • Students are calm yet curious to inquire and learn more <div data-bbox="1854 847 2027 962" style="text-align: right;">  </div>

<p style="text-align: center;">I Do</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Direct Instruction</p>	<p>Teachers explicitly model new skills, concepts and content</p> <ul style="list-style-type: none"> • Use the Think aloud strategy to teach Metalanguage (e.g., QAR) • Use clear, concise language • Use fast-paced energy to show that learning is an Active Process • Unpack and scaffold related vocabulary • 'Chunk' new information to maximise students' working memory • Use spaced repetition • Use Graphic organisers – teach their value as tools for thinking, planning • Check for understanding – scan the class using your favourite feedback strategy • Model Higher Order Thinking metaphors e.g., Learning Pit, ladder to success to enhance transfer 	<p>Students engage their Balanced brain to maximise their working memory</p> <ul style="list-style-type: none"> • Commit 'chunked information' presented by the teacher to memory • Respond to spaced repetition to boost dopamine to 'bind learning' • Actively listen and watch • Actively respond as needed • Record or take notes as needed • Ask for clarification as needed • <i>May</i> have graphic organiser and follow as teacher demonstrates its use • <i>May use Partner strategies</i> (as evidenced by Anita Archer, Doug Fisher et al) to help students stay tuned-in <div style="text-align: right;">  </div>
<p style="text-align: center;">We Do</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Guided Instruction</p>	<p>Teachers provide guided instruction with intentional questioning</p> <ul style="list-style-type: none"> • Provide supported and spaced practice – repetition aids memory • Use visual aids, auditory prompts and/or movement • Frequently check for understanding and provide feedback against Success Criteria (or student goals) • Continue to provide additional modelling or chunk complex skills • Revisit concept and model in a different way as needed (whole class/small group/individual) 	<p>Students engage their Active brain to stimulate mental alertness</p> <ul style="list-style-type: none"> • Ask questions, respond to questions and seek clarification • Students must be up and moving, talking about new learning • Actively participate, persist and problem-solve • Work with teacher or peers to practise • Practise higher order thinking (Analyse, Evaluate, Justify) as scaffolded by the teacher <div style="text-align: right;">  </div>

<p>'You Do' Together</p>  <p>Collaborative Learning</p>	<p>Teachers establish an environment of support, trust and co-operative learning</p> <ul style="list-style-type: none"> • Scaffold collaborative process to include diverse opinions • Circulate around room - monitor student progress • Clarify confusion by engaging students in focused discussion • Monitor individuals closely (student goals, mastery) • Provide immediate affirmative and corrective feedback • Continue to differentiate the learning • Use Discussion starters and/or prompt students to create Critical and Creative questions • Extend students and encourage inquiry by using graphic organisers • Challenge with <i>Critical and Creative Thinking</i> e.g., analyse, recommend, argue, evaluate, justify and create 	<p>Students engage their Social brain to collaborate and deepen learning</p> <ul style="list-style-type: none"> • Work with others, teamwork • Collaborate on authentic and targeted tasks (respond to, build on, ask, questions) • Peers give feedback • Consult teacher as needed • Persist and problem-solve • Argue and justify • Use graphic organisers, QAR cards/prompts • Share ideas and innovate together • Collaborate to test hypotheses and validate thinking • Welcome divergent thinking 
<p>You Do</p>  <p>Independent Practice</p>	<p>Teachers provide distributed and cumulative practice (repetition)</p> <ul style="list-style-type: none"> • Provide hands-on and real world tasks • Provide graphic organisers to scaffold student learning • Provide performance criteria so students can measure their success • Circulate around room to monitor student progress • Provide immediate affirmative and corrective feedback • Use the metalanguage of learning • Confer with individual learners • Provide differentiated support as needed • Encourage students to innovate 	<p>Students engage their STEAM brain to sustain focus and build grit</p> <ul style="list-style-type: none"> • Work independently to practise skills • Work independently to complete set tasks • Utilise GTMJ, notes, charts, exemplars in the classroom environment • Self-monitor against Success Criteria and personal goals • Seek clarification to ensure success • Maintain attention on learning • Justify, Make connections etc. • Deepen learning 

What Next?



Book End

Teachers review Learning Intentions (WALT) and revisit success criteria (WILF)

- Evaluate 'where to next' based on student success
 - Which students did not meet the expected learning based on the success criteria? What interventions will I use?
 - Which students exceeded the expected learning based on the lesson evidence? What challenges will I use?
- Question students to reinforce understanding (use exit statements, focused quizzes, small whiteboards etc.)
- Ask students:
 - What have you learnt today?
 - How are you going?
 - How do you know?
 - What do you need to do to improve?
Where can you go for help?

Students engage their **Wired brain** to build connections and increase recall and transfer

- Actively respond to questions posed by teacher
- Reflect on own learning against Success Criteria or WALT/WILF
- Use feedback to strengthen memory
- Connect new learning to personal interests and experiences to boost learning power
- Identify next learning goal
- Create personally challenging goals



Visible Learning



Visible Learning means an enhanced role for teachers as they become evaluators of their own teaching. At McDowall State School teacher teams undertake Action Research projects to 'know their effect'. Collectively teachers establish and challenge the existing mindframes through their research, and the Pedagogical Framework evolves as the evidence from the Action Research is calculated. Visible Teaching and Learning occurs when teachers see learning through the eyes of students and help them become their own teachers. (John Hattie 2018)



The Dimensions of Teaching and Learning

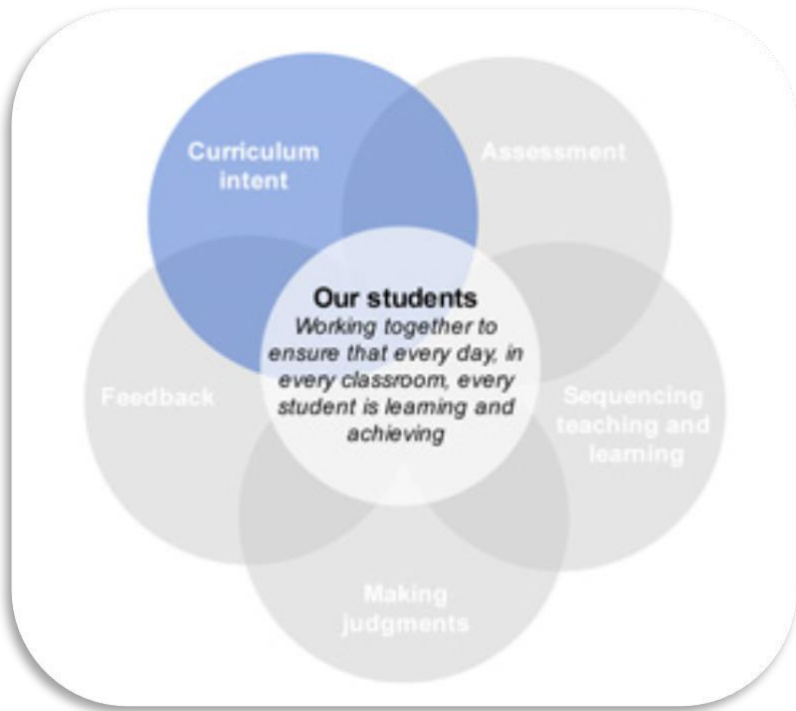
The Dimensions of Teaching and Learning provide scaffolding for teachers to work hard to provide learning experiences that ensure that every day in every classroom, every student is achieving. Critically, in designing and planning for learning, we seek to understand the readiness of all learners and set challenging but achievable learning goals. We know that improving levels of student achievement depends on all of us working together (collective efficacy) and striving for continual improvement

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:

- o *What do they need to learn?*
- o *How will I know how well my students have learned it?*
- o *How do I teach what my students need to know?*
- o *How do I evaluate the quality of students' performance and their depth of learning?*
- o *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. No one dimension exists in isolation.



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 Australian curriculum.

How do we do this?

Planning we do:

By developing integrated plans that align with mandated curriculum:

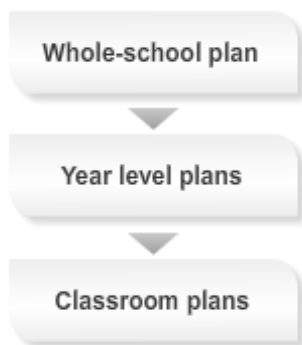
- Australian Curriculum via connected McDowall work units
- Align with Whole School Curriculum Plan and Assessment and Reporting Framework
- Engage in Professional Learning and Action Research
- Australian Professional Standards for Teachers
- Identify whole school priorities through analysis of student achievement data

Strategies we use:

- Develop professional networks
- Planned Diagnostic testing and *class needs discussions* around the data
- Individual and Year Level Team planning
- Activating Prior Knowledge
- Scope and Sequencing
- Learning Walls, Bump-it-up walls and visible displays
- Differentiation of learning experiences and assessment
- Student Folios and learning goals

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 used in every lesson in every classroom



Plan curriculum across three tiers -

- whole school (strategic overview)
- year level (sequenced and aligned)
- classroom level (detailed and differentiated).



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 summative tasks 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

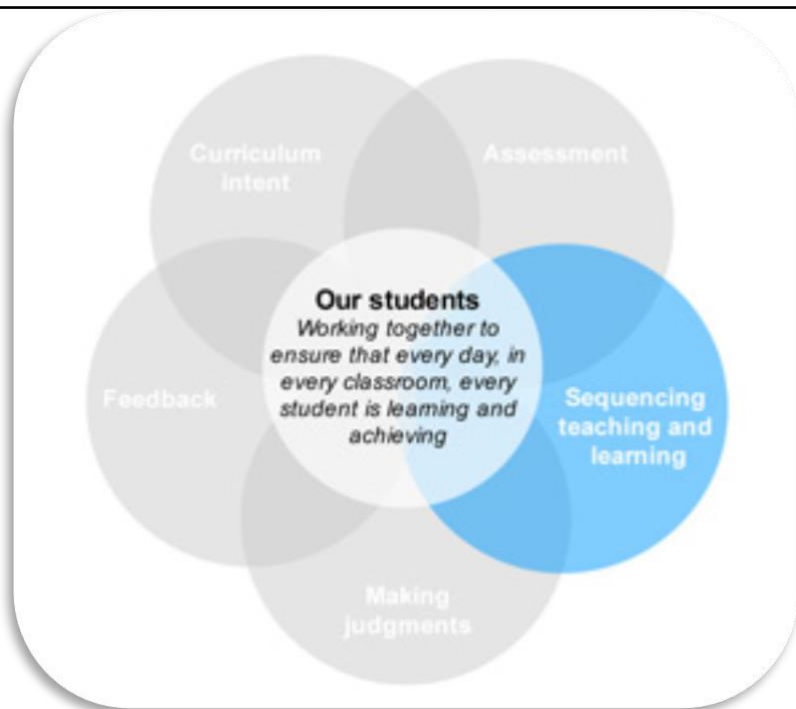
Evidence we see:

- 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 (Learning Walls)
- 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 used in every classroom and articulated to and by students.
6. Individual student goals are visible and explicitly linked to ACARA, Literacy Continua, McDowall work units.
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.



Draw upon students' prior knowledge and skills to:

- shape and sequence teaching and learning
- build upon each student's present knowledge and understanding
- move each student to more sophisticated and in-depth knowledge, concepts and skills
- develop students' creative and critical thinking skills
- match resources and strategies to the variety of student knowledge and skills.

At McDowall State School, we do this by:

- Modelling and encouraging the use of metalanguage
- Embedding whole school reading, writing and mathematics programmes into curriculum delivery
- Developing an eLearning integrated programme
- Undertaking classroom observations
- Have high expectations that all students can achieve and perform

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
 - find out what student already know and set goals for the next steps of learning.
 - sequence learning that provides multiple opportunities for all students to explore and consolidate ideas, skills and concept.
 - Have high expectations for their own teaching practice
 - move their students towards independent learning through a gradual move from the teacher directing learning
 - encourage students to take responsibility for their own learning
 - 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 Instruction through the Gradual Release of Responsibility Model, incorporating the following phases – Get Ready for learning, I do, We do, You do, You Do Together, Next Steps

1. Teaching is highly structured yet designed to inspire, encompassing:

- Explicit teaching,
- Establish clarity - (Define lesson intentions and success criteria)
- Warm ups (including Drill and practice and engaging learner interest)
- Focussed teaching
- Collaborative learning (including dialogic practices and questioning techniques)
- Next Steps

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 including the Flipped Classroom strategy.

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, visible and used/ referred to during lessons
- Regular conferencing of student work with feedback provided to each student

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 (DoTL) 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:

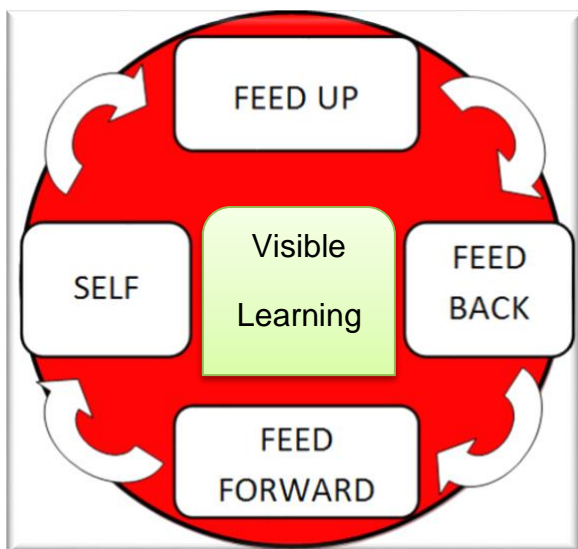
- Provide clear expectations about quality performance
- Be clear and explicit with students about the quality of work expected and how they will be judged
- Teach students how to use task-specific standards descriptors and view exemplars
- Provide clear expectations about quality performance and scaffold 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/ GTMJ's
- Learning Intentions and success criteria (WALT, WILF or TIB) is articulated to students
- Records of students' goal setting, either displayed or within students' workbooks

Monitor learning and use feedback about student learning to inform teaching and learning

- What do students know and understand?
- What strengths are evident?
- What misconceptions or misunderstandings are evident?
- What are the next steps for learning?
- What are the next learning goals?
- How will teaching be differentiated to meet the individual learning needs of students?



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 $t \rightarrow s$, $s \rightarrow s$, $t \rightarrow t$, $s \rightarrow t$.
- 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:
 - timely, ongoing, instructive and purposeful, delivered in a positive way
 - given at the task, process and self-regulation levels
 - focussed 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

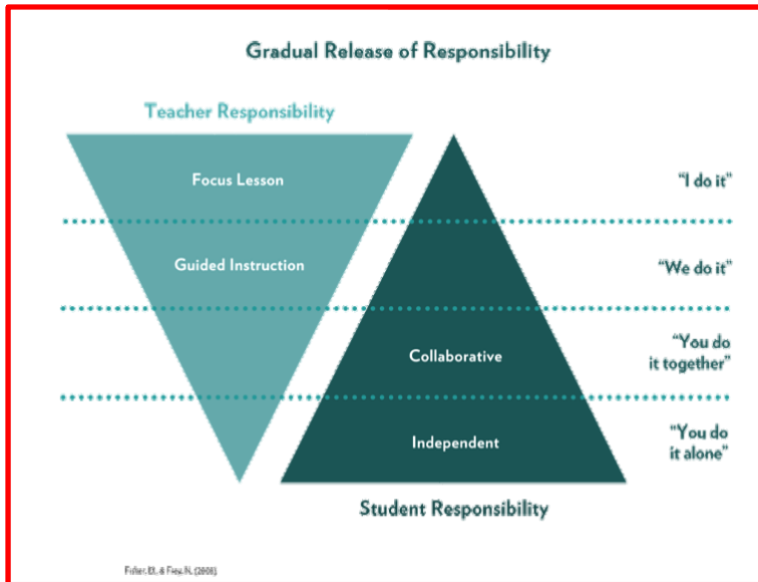
To be effective, feedback needs to be clear, purposeful, meaningful and compatible with students' prior knowledge, and to provide logical connections (Hattie, 2009)

Making judgments and Feedback

Expectations for practice at McDowall State School

1. Teach students how to interpret the GTMJ's, 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



Focus Lessons

- Whole class delivery - allows the teacher to model his or her thinking (think-alouds) and understanding of the content for students. Usually brief and precise.

Guided Instruction

- frequently small group intensive focus, where teachers prompt, question and lead students through tasks that increase / consolidate understanding.

Collaborative Learning

To consolidate learning, students need opportunities to problem solve, discuss, negotiate and think with their peers.

Independent Learning

- provides students the opportunity to apply and synthesise information

The Gradual Release of Responsibility, otherwise known as scaffolded instruction, is broadly recognised 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', 'we do', 'you do', 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 'You do' into two components – 'You do it together' and 'You do it alone' – further strengthening students' performance and participation as a collaborative (through peer discussions and group work) and independent learner. The model helps students move through the phases of surface and deep learning to transfer knowledge to long-term memory.

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 inspiring, 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.

The Assessment Framework (Sharratt and Harild 2015): in McDowall State School classrooms you will see students actively monitoring their learning. The cycle provides a shared common language and process for learning. Using research-based practices ensures our whole teaching staff have a consistent approach to 'teaching that leads to learning', seek peer feedback and set collaborative, data informed and differentiated learning goals for all students with verified success.

A Model for Success for all Students



Sharratt, Faces on the Data

The Power of the 'five critical questions' to gather feedback on how effective explicit the instruction is and how improvement is progressing.

5 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)

5 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?