Our Commitment to our....

PEDAGOGICAL FRAMEWORK

Welcome to Grosmont State School, where we, ‘Aim High’ through explicit and targeted pedagogy.

OUR QUALITY PEDAGOGY IS SUPPORTED BY....

A VISION – That every child can achieve; and achieve well

OUR VALUES – To show Respect, Responsibility and Safety

We R.O.A.R these from the rooftops through.......

- Respect for one another
- Open and honest communication about our learning and relationships
- A positive attitude towards becoming life-long learners
- Responsibility for our actions, our attitude and our learning
- Safety

A COMMITTED BELIEF

At Grosmont State School we believe in setting high standards for our students and through individual goal setting, achieving success for all. We believe in providing the highest level of explicit teaching, differentiated for each child’s ability and needs.

HOW WE DEMONSTRATE THIS COMMITMENT...

by developing a safe and supportive learning environment where students can feel empowered to achieve in all areas of development; academic, behavioural and emotional.

WHY OUR PEDAGOGICAL FRAMEWORK IS EFFECTIVE?

The school pedagogical framework aligns with the core systemic principles that are identified in Education Queensland’s Pedagogical Framework policy. Our pedagogy is organised around the use of the Darling Downs South West Region’s Lead Model for Explicit Instruction, closely linked and supported by our own research into Fleming’s Effective Teaching Model. This pedagogical approach is braced by the implementation of the five inter-related components of the Dimensions of Teaching and Learning or DOTAL and the embedded use of the Symphony of Teaching and Learning placemat, to facilitate higher order thinking skills. Supporting these pedagogical tools is our use of and reflection on Archer and Hughes’ ‘6 Underlying Principles of Effective Instruction’ and ‘16 Elements of Explicit Teaching’ (2011). From this framework and to maximise students’ academic growth, our school approach is Explicit Instruction.
Grosmont State School has systems and processes in place to ensure professional learning is supportive of consistent pedagogical practices. It also enables monitoring the impact of practices on student learning. In order to achieve this, Grosmont State School uses or has developed the following:

- School wide Professional development plan
- School wide data collection plan
- Coaching and mentoring for all staff
- DPF for all staff
- Teaching and learning audit

Grosmont's Pedagogical Framework reflects the following core systemic principles:

**Student Centred Planning:**
- **Knowledge of Curriculum:**
  - Skills abilities, back ground and learning styles
  - Discussions between teachers and support staff
  - Assessment and data collection used to inform teaching
  - Data based personal learning goals, including IEP’s & AEP’s for SWD
- **Alignment of Curriculum, Pedagogy and Assessment:**
  - ACARA, C2C, DCAR and school curriculum documents.
  - Teacher knowledge across all curriculum areas.
  - Adapt curriculum to suit learners and context.
- **Explicit Teaching:**
  - Warm ups
  - I Do, We Do, You Do used with intention
  - Communication is clear, consistent, purposeful and timely
  - Feedback – realistic, promoting risk taking and resilience, regular
- **Reflection:**
  - Student and teacher reflection

**High Expectations:**
- **Exemplars:**
  - Achievement and Behaviour expectations are clear and modelled
  - Assessment and bookwork physical examples
  - Clear criteria- criteria sheets and guides to making judgments
- **Personal Learning Goals:**
  - Individual student targets based on DSSW benchmarks
- **Pedagogy:**
  - Capture student interest, catering to individual learners, flexible delivery valuing teachers’ personal teaching philosophies.
  - Variety of questioning techniques.
  - Reflection

**Alignment of Curriculum, Pedagogy and Assessment:**
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**Evidence-based Decision Making:**
- **Data:**
  - School based data, regional benchmarks, standardised testing, One School, NAPLAN, behaviour data, assessment, observations and external agency reports.
  - Use data to inform planning, teaching and assessment.
  - Validate through moderation.
- **Differentiation:**
  - Use data to create flexible groupings for teaching and learning.
  - Set goals for continuous improvement
- **Reflection:**
  - Student and teacher reflection

**Targeted and Scaffolded Instruction:**
- **Explicit Teaching Strategies:**
  - Prior knowledge checks.
  - Personal learning goals for students.
  - WALT, WILF and TIB in all lessons.
  - I Do, We Do, You Do.
  - Consolidation.
  - Targeted instruction based on student needs.
  - Small steps to deliver information and concepts with scaffolding from teacher.
  - Teacher and student reflection on learning.

**Safe Supportive Connected and Inclusive Learning Environment:**
- **School Culture:**
  - Strong leadership, collegial support and inclusion, staff morale, welcoming, demonstrate school values, team work and communication.
  - Responsible behaviour plan
  - Modelling school and class rules, clear expectations.
  - Promote qualities: supportive, inclusive, resilient, appreciation, respect, academic risk taking, fun, belonging, inspiration, challenge, engaging, intriguing, creative, and flexible.
- **Communication:**
  - Open, honest and informative.
  - Between and among school staff, students, parents, P&C and the wider community.
  - Feedback that is non-threatening and regular.
  - Effective parent communication, via newsletters, email, meetings and conversations.
  - Regular staff meetings-sharing information and building collegiality.
## Sources

- P-12 Framework
- C2C units and Proformas
- DDSW Regional Charter of Expectations
- Regional Benchmarks
- Australian Curriculum Standards
- C2C units – GTMJ and Assessment Tasks
- Great Results Guarantee
- DDSW 10 Page Data Set
- Data analysis on student performance / SOS
- QSR/AIP
- Data – student records – stored on G:Drive and One School
- The Deadly Dozen (NAPLAN)
- The Troublesome Trio (PAT)
- Reference to Archer and Hughes – Principles of Explicit Instruction and the 16 elements of Explicit Instructions
- Disability Standards for Education 2005
- EAP Educational Adjustment Program
- Teaching and Learning Audit
- Essential Skills for Classroom Management
- Developing performance Framework
- DDSW Pedagogical Reflection Resource

## School Documents

- Individual Learning Plans
- Grosmont State School Standards and Targets
- Cluster moderation Guidelines
- Template for recording student goals
- Gifted and Talented Action Plan
- Differentiation Planner
- Bookwork Policy
- ILP and Assessment Targets
- C2C GTMJ and Assessment Tasks
- GTMJ Templates for other KLAS
- Grosmont State School’s Assessment and Monitoring
- Whole School Curriculum Plan
- Curriculum Mapping Documents
- Explicit Teaching Lesson Plan
- End of semester Report Cards
- In-School Testing Guidelines
- Professional Development Plan
- School based and Cluster Moderation
- Parent/Teacher meetings proforma
- Explicit Teaching Methodology Template
- Explicit Teaching Lesson Plan Template
- Explicit Teaching Placemat
- Explicit Teaching Posters
- ISP and ILP’s Proforma
- Expert Teaching Team – Professional Development
- Responsible Behaviour Plan for students
- Behaviour lesson Plans
- Homework Policy
- Learning and Well-being Framework
- Guluguba State School Coaching and Feedback
- Classroom observation protocols
- Pedagogical Reflection Resource
GROSMONT STATE SCHOOL’S PEDAGOGICAL APPROACH TO EFFECTIVE TEACHING AND LEARNING

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.

6 Principles of Effective Instruction

Optimise engaged time/time on task
Promote high levels of success
Increase content coverage
Have students spend more time in instructional groups
Scaffold instruction
Address different forms of knowledge

Explicit Teaching Lesson Structure

Warm Up

Opening

WALT: We are learning to…
WILF: What I’m looking for…
TIB: This is because…

Body

I do
We do
You do

Closing

16 Elements of Explicit Instruction

1. Focus instruction on critical content
2. Sequence skills logically
3. Break down complex skills and strategies into smaller instructional units
4. Design organised and focused lessons
5. Begin lessons with a clear statement of the lesson’s goals and your expectations
6. Review prior skills and knowledge before beginning instruction
7. Provide step-by-step demonstrations
8. Use clear and concise language
9. Provide an adequate range of examples and non-examples
10. Provide guided and supported practice
11. Require frequent responses
12. Monitor student performance closely
13. Provide immediate affirmative and corrective feedback
14. Deliver the lesson at a brisk pace
15. Help students organise knowledge
16. Provide distributed and cumulative practice

A. Archer and C. Hughes 2011

DDSW Lead Model of Explicit Instruction

DDSW Warm Up model

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