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

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

Knowledge of students:

- 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 when necessary

Knowledge of curriculum:

- Differentiation of content processes, products and environment
- Assessment and moderation
- Use of C2C resources and DDSW small school units

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

- Student centred planning: Knowledge of students:
  - Exemplars:
    - Achievement and Behaviour expectations are clear and modelled
    - Assessment and bookwork physical examples
    - Clear criteria- criteria sheets and guides to making judgments

Knowledge of curriculum:

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High expectations:

- Personal learning goals: Based on DSSW benchmarks
- 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

Evidence-based decision making:

- Data: School based data, regional benchmarks, standardised testing, One School, NAPLAN, behavioural data, assessment, observations and external agency reports.
- Use data to inform planning, teaching and assessment.
- Validate through moderation.

Grosmont State School Pedagogical Framework

At Grosmont State School we strive to work together to ensure that every day, every STUDENT is learning and achieving to their potential.

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.

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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

- Classroom culture:
  - Modelling school and class rules, communication.

- Effective parent communication, via newsletters, email, meetings and conversations.
  - Regular staff meetings- sharing information and building collegiality.

Grosmont State School has procedures, practices and strategies for teaching, differentiating, monitoring, assessing and moderating. Documents developed include:

- Research-based explicit teaching practices.
- Data recording and assessment plan base on the DDSW regional benchmarks.
- Responsible Behaviour Plan
- Differentiation plan

Alignement of curriculum, pedagogy and assessment:

- Teacher knowledge across all curriculum areas.
- Adapt curriculum to suit learners and context.

Pedagogy:

- Capture student interest, catering to individual learners, flexible delivery valuing teachers’ personal teaching philosophies.
- Variety of questioning techniques.
- Reflection Alignment:
  - Moderation, discussions and observations of others, collaborative planning where possible.

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- Set goals for continuous improvement

Reflection:

- Student and teacher reflection

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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

A. Archer and C. Hughes 2011

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