



Morningside State School Pedagogical Framework



At Morningside SS, our pedagogical framework is organised around Fleming's Four Pillars (Fleming, 2009) and informed by other theorists such as Fisher & Fray, Archer, Pearson & Gardner and Hattie.

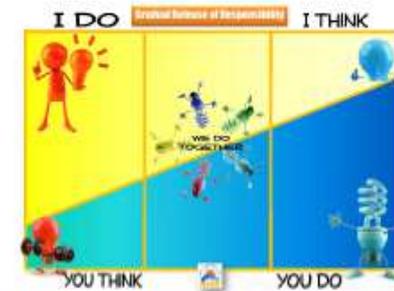
Teacher-directed learning

- Teachers are committed to ensuring that every student in every lesson is learning.
- Teachers are committed to improving student outcomes.
- Teachers know their students, especially in relation to data, readiness, interests and learning profile.
- Data Walls and Data Conversations provide opportunities for teachers to be supported in data analysis. Teachers identify how to use data to differentiate, plan learning experiences and identify areas for improvement in pedagogy and student outcomes.
- Teachers are provided with opportunities to improve their data literacy through Pocket PD and Data Conversations.
- Teachers have a clear understanding of the curriculum intent of C2C units and the Achievement Standards for their year level.
- Teachers are committed to delivering the MSS Curriculum Plan which is developed from the Australian Curriculum and the QCAR Framework.
- Teacher's professional practice is influenced by research-validated models, in particular Explicit Instruction and Dimensions of Teaching and Learning.
- Every student is important and engaged with work at their level.
- Differentiation of content, process, product & environment (Maker Model) is used to meet student needs. Differentiation is recorded in class groupings and school unit plans.
- Problem solving and higher order thinking is facilitated.
- Feedback is meaningful, timely and instructional. It is aimed at improving student outcomes.
- Teachers regularly review student bookwork and provide feedback on learning and presentation.
- Assessment for learning uses data to inform teaching. Assessment as learning sees students reflect to set learning goals. Assessment of learning uses evidence to assess students against goals and standards.
- Assessment is front-ended in planning sessions and is embedded in explicit teaching practices.
- Assessment tasks have intellectual quality and are accessible for all students. They are presented in a student friendly format and students have access to task sheets and GTMJs.
- Assessment data is recorded in OneSchool in accordance with MSS Assessment & Reporting Schedule.
- Minimum standards and targets are set for year levels and monitored through Data Conversations and GPS Meetings.
- Report standards are clearly articulated and there is consistency in reporting across year levels.
- Consistency of teacher judgment supported by internal and external moderation.
- Teachers participate in Continuous Professional Learning (CPL) program and Performance Development Framework planning.
- Pedagogical sharing occurs through 'Fly In Fly Out', GPS Meetings, 'Show Share and Shine'.

Moving student knowledge from short-term to long-term memory

- Warm ups engage students in quick revision of previously taught concepts/skills with the purpose of developing automaticity and instant recall of knowledge.
- Warm ups and Wrap ups should be used in most lessons as appropriate, but particularly at the beginning and end of literacy and numeracy lessons.
- Students value the importance of revision and reinforcement of key concepts.

Explicit Instruction



- Teachers and students understand the Explicit Instruction cycle and their roles/responsibilities within each phase (see over).
- Teachers explicitly demonstrate what students need to learn and model thinking process aloud.
- Warm ups are fast paced and focussed on revisiting core content.
- The explicit teaching phase uses the gradual release of responsibility process of 'I Do, We Do, You Do'.
- Wrap ups conclude most lessons with reinforcement of key concepts.
- While this framework may appear linear, **it is not**. Students move back and forth between each of the components as they master skills, strategies, and standards. This gradual release of responsibility (I Do, We Do, You Do) may take place over a lesson, a day, a week or over a unit of work.

Effective relationships between teachers and students

- Teachers build respectful and effective relationships with students.
- Positive Behaviour Learning (PBL) is embedded across the school and is the foundation upon which effective and mutually respectful relationships as established.
- It is important that students have friends at school.
- Teachers establish high expectations for student participation and success in learning.
- Students are encouraged to set, review and seek feedback on their learning goals.
- Academic and behavioural achievements are celebrated.
- Teachers encourage students to take pride in the presentation of their work. Teachers regularly monitor and provide feedback on bookwork.
- Teachers establish a positive classroom tone with clear expectations for student engagement and conduct. Classrooms are organised with good visuals and a low level of work noise.
- Classroom routines, structures and rules reflect whole school expectations (RISE).
- Positive behaviour expectations in the classroom, when moving around the school and during playtime are reinforced through PBL program.
- The administration team support teachers through coaching and mentoring programs.
- Induction programs are being developed in 2016 for new staff.
- Opportunities are provided for year level teams to work collaboratively on unit plans and front-ending assessment.
- The administration team visit classrooms through the 'Fly In Fly Out' process and provide constructive feedback on identified and discussed targets.



Unpacking the Explicit Instruction lesson sequence

Learning Goals

- The **WALT** and **WILF** are used in all lessons. These should be displayed on the board at the beginning of each lesson. Students should have a clear understanding of what they are learning, why it is relevant and when they will apply it.
- WALT** is an acronym for **'We Are Learning To'** and it is used to define the objective of the lesson
- WILF** is an acronym for **'What I'm Looking For'**. This relates directly to desirable behaviours and work characteristics that you may feel appropriate in the assessment for learning during the lesson.
- TIB** is an acronym for **'This is Because'** and helps to elaborate on the **WALT** and **WILF**. It makes links to real-life application and how the work in a particular lesson forms part of the overall unit of work.

Warm Up

- A **warm up** is a teacher directed activity which essentially 'warms up' a student's brain and prepares them for the lesson.
- These activities are designed to be fast paced responses to review and revise previously taught content with the purpose of moving this knowledge from a student's short-term to long-term memory (developing automaticity).

I Do

- The **'I Do'** phase is focused on direct teaching of new knowledge or skills. Sequence knowledge and skills logically and present new material in small steps, breaking down complex skills and strategies into smaller instructional units.
- Model new procedures and provide examples and non-examples.
- Model skills by providing step-by-step demonstrations and clarify decision-making processes by thinking aloud.

We Do

- In the **'We Do'** phase, the teacher supports students in guided practice to confirm students' understanding and develop proficiency and automaticity in the independent use of the skill.
- Use observation, frequent questioning, and corrective feedback to ensure that all students understand and can apply the new knowledge or skills.
- Work with differentiated groups of students to facilitate collaborative practice, providing more interactive instruction, additional modelling and support where required.

You Do

- In the **'You Do'** phase, students engage in independent and collaborative practice to further consolidate skills, apply them in new contexts and relate them to previously acquired skills.
- Regulate the difficulty of practice opportunities to promote success and build confidence.
- Differentiate practice by providing varying levels of scaffolding and the complexity of tasks to targeted groups of students.

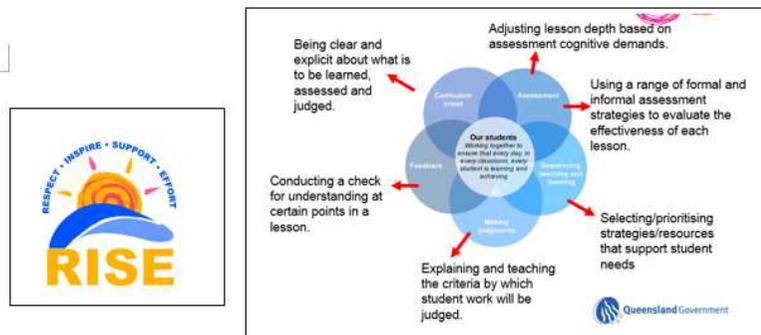
Wrap Up

- In the **'Wrap Up'**, the teacher reviews the learning goals for the lesson and talks students through the sequence of the lesson and addresses any common misconceptions.
- Refer back to the lesson's learning goals and outline how these have been covered.
- Help students to organise new knowledge and skills, making connections to prior and future learning.
- Encourage students' own metacognition, engaging them in reflection on their own learning

See MSS Curriculum Plan for details on Roles and Responsibilities during an explicitly taught lesson

Roles and Responsibilities during an explicitly taught lesson

Learning Goal	Warm Up	I Do	We Do	You Do	Wrap Up
<ul style="list-style-type: none"> The WALT and WILF are used in all lessons. These should be displayed on the board at the beginning of each lesson. Students should have a clear understanding of what they are learning, why it is relevant and when they will apply it. TIB is an acronym for 'This is Because' and helps to elaborate on the WALT and WILF. It makes links to real-life application and how the work in a particular lesson forms part of the overall unit of work. 	<ul style="list-style-type: none"> Teacher Explains Student Listens 	<ul style="list-style-type: none"> Teacher Does Student Watches 	<ul style="list-style-type: none"> Teacher Does Student Helps 	<ul style="list-style-type: none"> Students Do Together Teacher Helps 	<ul style="list-style-type: none"> Teacher Questions Student Reflects & Responds
<p>Teacher roles and responsibilities</p> <ul style="list-style-type: none"> Engage student attention Review of key concepts/skills Explicitly teach knowledge explain model skills model thinking – think aloud demonstrate Scaffold tasks Working with students checking, prompting, giving clues Providing additional modelling Gradually fades scaffolding check for understanding so students are successful Provide Guided Practice Verbal and Visual prompts and cues Active Monitoring Feedback and Questions Misconception analysis Formative assessment Engage students in independent learning task Clarify and verify student understanding of the task Differentiate Active Monitoring (moving amongst group) Thoughtful questioning Provide immediate affirmative and corrective feedback Reinforce Learning Check understanding and clarity answers involve all students Make connections 					
<p>Student roles and responsibilities</p> <ul style="list-style-type: none"> Identify Learning Goal Makes connections to previous learning Developing automaticity Actively participating Look, listen, think and learn Contribute to group or class learning Seek feedback Listen, interact, Questions, collaborate, Respond Complete tasks Show high standards of work Seek feedback Self-monitor, Apply, Problem solve Reflect on learning Link new learning with prior knowledge 					



Morningside SS Differentiation Placemat

	The WHAT	Based on the WHY	The HOW
	Know the CURRICULUM INTENT	Know your STUDENTS	VARY the PATHWAYS
Content	<ul style="list-style-type: none"> Identify learning outcomes Identify content Extended curriculum 	<ul style="list-style-type: none"> Identify scaffolding of content Learning contexts 	<ul style="list-style-type: none"> Identify scaffolding of content Identify scaffolding of learning activities Extension content
Process	<ul style="list-style-type: none"> Use of HOD notes (e.g. Bloom, Hattie) Use of differentiated tasks and/or materials Use of differentiated tasks and/or materials Learning context with attention to needs Flexible grouping Organisation learning Flexible grouping Use of ICT to individualise learning Behaviour wall charts and word walls 	<ul style="list-style-type: none"> Use of HOD notes (e.g. Bloom, Hattie) Use of appropriate tasks and/or materials Reference wall charts and word walls Learning context with attention to needs Use of concrete examples, materials Model steps and verbal support Student teacher Behavioural learning Flexible grouping Use of ICT to individualise learning Check for understanding Explicit teaching of skills Use of responsibility – modelled, guided, independent Lower level tasks Use of log books 	<ul style="list-style-type: none"> Adapted instructional delivery Adapted materials Adapted scaffolding Use of multiple media to teach concepts Break material into smaller parts Use of ICT to individualise learning Explicit teaching of skills Use of responsibility – modelled, guided, independent Lower level tasks Use of log books
Product	<ul style="list-style-type: none"> Real life questions / real audience Advanced projects/real audiences Self-reflection Self-reflection Self-reflection Formal tasks Assess in multiple ways - written/oral/visual Formal tasks Formal tasks 	<ul style="list-style-type: none"> Real life questions / real audience Advanced projects/real audiences Formal tasks Self-reflection Self-reflection Self-reflection Formal tasks Assess in multiple ways - written/oral/visual Formal tasks 	<ul style="list-style-type: none"> Adapted questions
Environment	<ul style="list-style-type: none"> Variety of activities Management of learning Flexible grouping Organisation learning Flexible use of time 	<ul style="list-style-type: none"> Variety of activities Management of learning Flexible grouping Organisation learning Flexible use of time 	<ul style="list-style-type: none"> Management of learning Flexible grouping Organisation learning Flexible use of time