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.
- Teachers build respectful and effective relationships with students.
- Report standards are clearly articulated and there is consistency in reporting across year levels.

### 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 build respectful and effective relationships with students.
- Teachers establish high expectations for student participation and success in learning.
- Positive behaviour expectations in the classroom, when moving around the school and during playtime are reinforced through PBL program.
- 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.
- Teachers encourage students to take pride in the presentation of their work. Teachers regularly monitor and provide feedback on bookwork.
- Students are encouraged to set, review and seek feedback on their learning goals.
- Academic and behavioural achievements are celebrated.
- Teachers provide opportunities to view presentation of work.
- 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.

### 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.
Unpacking the Explicit Instruction lesson sequence

- 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.

**Learning Goals**

- 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).

**Warm Up**

- 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.

**I 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.

**We 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.

**You Do**

- 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.

**Wrap Up**