



ALLIGATOR CREEK STATE SCHOOL PEDAGOGICAL FRAMEWORK

Motto: Our Best Always!

VISION: LEARNING FOR LIFE, EVERY STUDENT EVERY CLASSROOM EVERY DAY

1. THE KEY QUESTION FOR TEACHERS:
How will the curriculum be taught to maximise learning for all students at Alligator Creek State School?

The Pedagogical Framework sets out what is expected of teachers at this school and provides an outline of how teachers are to respond to this key question. This framework is supported by other school documents that elaborate on the intent of this framework.

United in our pursuit of excellence: Agenda for improvement 2011-2015 defines the purpose of a Pedagogical Framework as:

- describing the school values and beliefs about teaching and learning that respond to the local context and the levels of student achievement
- outlining 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
- detailing procedures, practices and strategies— for teaching, differentiating, monitoring, assessing, moderating – that reflect school values and support student improvement
- Reflects the core systemic principles.

2. THE DRIVERS – THE CONTEXT IN WHICH THIS FRAMEWORK OPERATES:

EQ VISION: Working together to ensure that every classroom, every student is learning and achieving.

EQ Roadmap priorities (refer to Roadmap)

CQR: Imperatives (refer to *Teaching in CQR* which lists the imperatives)

SCHOOL VISION: Learning for life – Every Student, Every Classroom, Every Day

SCHOOL IMPROVEMENT PRIORITIES:

- Refocus and maintain a whole school balanced reading program
- To raise the standard of writing performance through implementing a whole school Writing Program
- To improve spelling performance
- To continue and maintain a focus on improving problem-solving performance

3. VALUES WHICH GUIDE OUR PEDAGOGICAL PRACTICE

EVIDENCE-BASED DECISION MAKING: We believe that all members of staff share accountability for student achievement. We use data and evidence to inform decisions, interventions and initiatives to improve student achievement. Regular and timely feedback to students enhances their learning progress.

TARGETED AND SUPPORTED INSTRUCTION: We believe that when student learning is scaffolded and differentiated, we are catering for all students. Learning experiences should be designed to integrate the many ways that students learn and that this leads to successful learning.

A commitment to ongoing professional learning that deepens and broadens teacher expertise is critical to making a difference to the learning and achievement of students.

STUDENT CENTRED PLANNING: We believe that children learn their best when they are intrinsically motivated and that our core business is teaching and learning.

HIGH EXPECTATIONS: We believe that promoting high expectations results in students working to and achieving their potential, thereby developing capable, enthusiastic, high-functioning students.

ALIGNMENT OF CURRICULUM, PEDAGOGY AND ASSESSMENT: We believe that an explicit, coherent, sequenced plan for delivery from Prep to Year 7 to which assessment and reporting procedures are aligned is essential for high performance.

SAFE, SUPPORTIVE, CONNECTED AND INCLUSIVE LEARNING ENVIRONMENTS: A safe, well-ordered environment that builds upon mutually respectful relationships, promoting the well-being of each individual, provides the necessary conditions for students to become confident, resilient, successful risk-takers

4. THE DIMENSIONS OF TEACHING AND LEARNING (DOTL)

The Pedagogical Framework operates within the broader construct of the Dimensions of Teaching and Learning (DOTL) which form the basis of teachers' professional practice at Alligator Creek State School. The Pedagogical Framework equates to 'Sequencing teaching and learning' in the DOTL model and elaborates expected practice at this school. Each dimension links to and supports the others. There is no fixed starting point.

- Students lie at the heart of the *Dimensions of Teaching and Learning*.
- In designing any learning, we seek to understand the readiness of all learners and set challenging but achievable learning goals.

5. BALANCE IN WHOLE-SCHOOL PROGRAMS

Whole-school programs have been developed to provide coherent and consistent practice across all year levels and detail strategies and approaches that all teachers are expected to follow. Refer to the page, *ACSS Whole School Approaches*, attached to this framework which outlines the relevant school documents for details of whole-school programs.

School programs usually emphasise a balanced approach to learning and teaching. This process expects a balance of the following teaching aspects across a teaching week:

- modelled
- guided
- independent

This process matches our school's signature pedagogy, *Explicit Instruction*, where the lesson sequence follows an identical process.

6. PLANNING: SEQUENCING TEACHING & LEARNING

- aligns with the mandated curriculum (School Curriculum Plan – the *Curriculum Intent* – DOTL and school programs). This determines the **WHAT** is to be taught
- sequencing teaching learning (from the DOTL model) **HOW** the class program (the 'what') is to be taught. This is a direct expression of our school's Pedagogical Framework which considers:
 - how students learn best
 - differentiating and personalising learning
 - starting where the students are at by building upon the each student's present understanding and knowledge
 - using high-yielding, evidence-based teaching methods

7. BEST 'FIT' FOR LEARNING: using a variety of high-yielding, evidenced-based teaching strategies. Choosing **how** to teach the **what**-the best strategies for the best learning

Direct Teaching: highly structured and explicit teaching	Methods include: Explicit instruction (signature pedagogy), intensive teaching, structured overview, drill and practice
Interactive Teaching: Collaborative, active, participatory learning	Methods include: whole-class discussion, cooperative learning, peer partner learning
Indirect Teaching: learner-centred, student choice	Methods include: inquiry-based learning, inductive teaching, problem-based learning, independent learning
Experiential Learning: constructivism	Methods include: field experience, simulation, role play, process drama

8. EXPLICIT INSTRUCTION – SIGNATURE PEDAGOGY

Explicit Instruction is a lesson sequence to improve student learning and is suitable for:

- teaching content and skills requiring step by step mastery
- teaching cognitive and metacognitive strategies
- when unstructured or experiential learning may be inaccurate, inadequate, incomplete or inefficient
- individual, small and large group instruction

Creating the conditions for learning so that Explicit Instruction is an effective and powerful pedagogy:

- Teachers are accountable for learning and know the next steps for learning for every child
- Instruction is explicit
- Moving student knowledge from short term to long term memory through **Rapid Recall Routines**
- Effective relationships between students and teachers

Teachers are expected to use Explicit Instruction Lesson Sequence (over page) and the 16 Microskills.

9. BUILDING TEACHER CAPACITY THROUGH PROFESSIONAL LEARNING

Quality teaching is critical to improving student performance. Building the capacity of teachers is, therefore critical to implement our Pedagogical Framework effectively. Building teacher capacity is achieved through first-rate professional learning experiences and opportunities so that we have an expert teaching team, systematic curriculum delivery, differentiated classroom learning and effective teaching practices.

Opportunities for professional learning include: coaching and feedback, collegial visits to other classrooms and schools, active participation in the school's professional learning plan and planned professional development sessions, collaborative planning and moderation of student assessment, professional readings, sharing of effective practice, and the Performance Development planning.

Related school documents:

- ACSS Coaching Culture Policy
- ACSS 2013-14 Professional Learning Plan
- ACSS Induction Plan


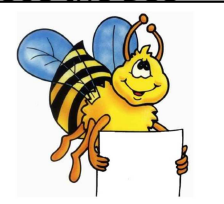
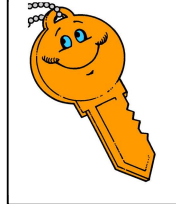









ALLIGATOR CREEK STATE SCHOOL EXPLICIT INSTRUCTION SEQUENCE

A.C.S.S WHOLE-OF-SCHOOL APPROACHES

Please refer to the following documentation found within the school to promote whole-of-school consistency

SYSTEMIC	United in our Pursuit of Excellence: Agenda for School Improvement 2012-2016 Australian Curriculum Curriculum 2 Classroom Units P -10 Curriculum Framework Early Years Curriculum Guidelines QCAR Essential Learnings (other KLAs) NAPLAN (National Assessment Program Literacy and Numeracy) Years 3, 5, 7 Discipline Audits Teaching and Learning Audits
Education Queensland Policy	
Reading	Active Reading Comprehension Overview Reading Action Plan
Writing	ACSS Writing Program
Spelling	Spelling Action Plan
Numeracy	Numeracy Action Plan ACSS Whole School Mathematics Program
Curriculum	Grade Level Annual Curriculum Overview planners Curriculum Framework Pedagogical Framework School KLA programs School Action Plans and Programs Whole School Assessment Plan Differentiation Plan
Professional Development	Professional Development Plan (biannual) A to Z Handbook for Staff Induction Plans (various staff positions) Developing Performance Framework Plans (individual for all staff positions) Coaching Culture Policy (Watching Others Work)
School-wide	Annual Implementation Plan Handwriting Policy Bookwork and Presentation policy Display and Organisation policy Student Attendance Policy SunSmart Policy Responsible Behaviour Plan (and Kit contents for teachers)
Teacher selected	Year level Annual Curriculum Overview (developed for KLA/unit teaching and assessing focus) Year level unit plans Year level and class assessment

Orientation <input type="checkbox"/> Tune in		Use the Bee  Use the Key 
<input type="checkbox"/> Learning Intent		We are learning to
<input type="checkbox"/> Success Criteria		What I'm looking for
		This is because
<input type="checkbox"/> Lesson Warm Up		Prior Knowledge Making Connections
Engagement <input type="checkbox"/> I do		I do the teaching You look, listen and learn
<input type="checkbox"/> We do		We do the work together
<input type="checkbox"/> You do		You do your work on your own I will monitor
Review <input type="checkbox"/> Review and Reflect		What have I learnt? Where to from here?