BULLYARD STATE SCHOOL
PEDAGOGICAL FRAMEWORK

BULLYARD STATE SCHOOL
FREEDOM THROUGH KNOWLEDGE

Values and Beliefs about Teaching and Learning

Our purpose is to provide the best educational outcomes for every student in our school. Our school community values a high standard of teaching and learning. They believe there must be effective partnerships between staff, students and parents – if students are to be creative thinkers, have the foundation for life-long learning and global citizenship. This means that school community members must be respectful of each other and carry out the following broad aims:

Principal	Staff	Students	Parents
1. Provide strong instructional leadership *2. Support and guide school community members* *3. Ensure the main focus is on student outcomes.*	*1. Be organised and proactive in all aspects of their duties* *2. Understand and follow all the school's expectations, procedures, programs and processes* *3. Ensure the main focus is on student learning* *4. Engage in activities to improve practice.*	*1. Give every effort in all learning tasks* *2. Take responsibility for their own learning at school and at home* *3. Develop self-discipline and co-operate in all school activities.*	*1. Be highly involved in their child's education and encourage them* *2. Follow the school's processes and procedures for learning tasks – e.g. homework etc.* *3. Be involved and contribute to the school community. e.g. P&C Activities*

Framework Overview

Our school's framework aligns the **SIX CORE SYSTEMIC PRINCIPLES** *to our procedures by:*
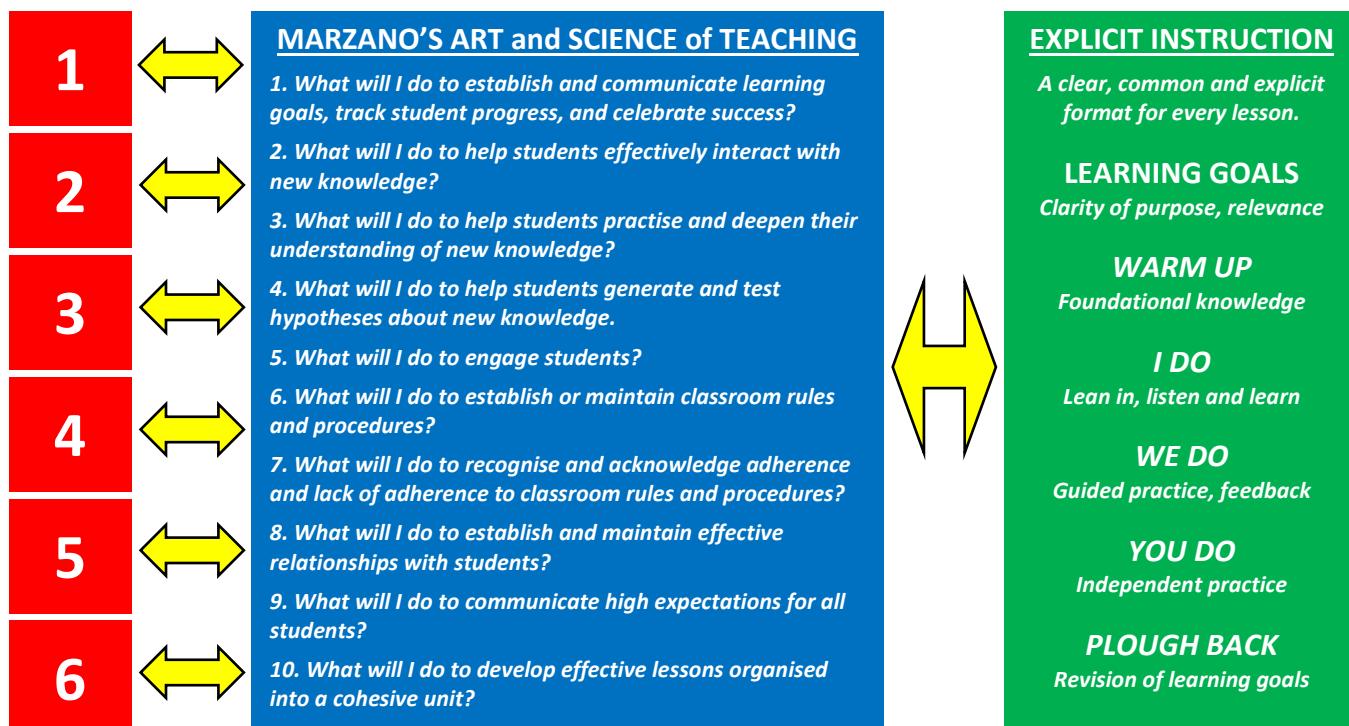- *Outlining processes for professional learning and instructional leadership to support consistent whole school pedagogical practices, to monitor and increase the sustained impact of those practices on every student's achievement.*
- *Details procedures, practices and strategies – for teaching, differentiating, monitoring, assessing, moderating – that reflect school values and support student improvement.*

Framework Approach

Our school is fortunate to have highly experienced staff members who have developed a plethora of excellent teaching practices during their careers. Our school draws upon a variety of pedagogical approaches, a wealth of research, a wide range of experiences with multi-year levels and a deep knowledge of the school context to guide our teaching and learning approach. Our programs would be most commonly aligned with two research validated approaches:
1. MARZANO'S ART and SCIENCE of TEACHING (ASOT)
2. EXPLICIT INSTRUCTION

MARZANO'S ART and SCIENCE of TEACHING

1. *What will I do to establish and communicate learning goals, track student progress, and celebrate success?*

2. *What will I do to help students effectively interact with new knowledge?*

3. *What will I do to help students practise and deepen their understanding of new knowledge?*

4. *What will I do to help students generate and test hypotheses about new knowledge.*

5. *What will I do to engage students?*

6. *What will I do to establish or maintain classroom rules and procedures?*

7. *What will I do to recognise and acknowledge adherence and lack of adherence to classroom rules and procedures?*

8. *What will I do to establish and maintain effective relationships with students?*

9. *What will I do to communicate high expectations for all students?*

10. *What will I do to develop effective lessons organised into a cohesive unit?*

EXPLICIT INSTRUCTION

A clear, common and explicit format for every lesson.

LEARNING GOALS
Clarity of purpose, relevance

WARM UP
Foundational knowledge

I DO
Lean in, listen and learn

WE DO
Guided practice, feedback

YOU DO
Independent practice

PLOUGH BACK
Revision of learning goals

1 2 3 4 5 6

SIX CORE SYSTEMIC PRINCIPLES

1. STUDENT CENTRED PLANNING

Principles	How do we do this?	Who / Resources
1.1 Decisions based on knowledge of the students and their prior learning and attributes	<u>Enrolment Interviews</u> - each new family to the school must have an enrolment interview with the Principal. This allows the school to explain its policies, expectations and procedures. It also allows the school to gather data on the child to find the best placement.	*Principal, Parents* *Enrolment Packs*
1.2 Range of agreed data used to tailor learning pathways and target resources	<u>Differentiation</u> - At least once each term, each teacher updates the students Learning Plan and relevant One School data. This information indicates teaching strategies for individuals, student levels for various school based programs, informs teacher planning and school resourcing decisions.	*Teachers* *Student Learning Plans* *One School*
1.3 Frequent monitoring and diagnostic assessment to inform differentiation.	<u>Homework program</u> - Weekly homework is used as an important teaching and revision strategy. It needs to provide individualised tasks and well as school program activities (e.g. Spelling). The school has developed a format that should be followed by all teachers.	*Teachers, Parents, Students* *Homework Policy*
	<u>Student Groupings</u> - Students are grouped in response to individual need and resource capabilities. School based curriculum programs (using National Curriculum, EQ resources e.g.C2C units) will provide the direction for clearly defined developmental levels allowing each child multiple opportunities to demonstrate learning outcomes.	*Principal, Teachers* *Bullyard Curriculum Plan*
	<u>Diagnostic Testing</u> - Teachers will use a variety of diagnostic testing to ensure that student programs are centred around need. These (e.g.PM Benchmarks, Probe) will be in line with Regional Benchmarks and listed on One School.	*Teachers* *One School* *Bullyard Assessment Plan*

2. HIGH EXPECTATIONS

Principles	How do we do this?	Who / Resources
2.1 Comprehensive and challenging learning goals for each student based on agreed data sets	*Data Sets* - As students move through the year levels; they will be involved in goal setting to improve learning outcomes. These will be frequently reviewed and measured against data sets. These will be displayed on data walls within each classroom.	*Teachers, Students, Parents* *Student Learning Plans* *One School*
2.2 Deep learning through higher order thinking and authentic contexts	*Higher Order Thinking / Activities*- A range of activities will be included in each class program to ensure the development of HOT skills. Established standards and proformas will be used by teachers to ensure suitable student standards. Activities may include: reading projects (across multiple grades), Maths extension, RIGA Team, Coding etc.	*Teachers, Students, Parents* *Teacher Planning*
2.3 Agreed procedures for ongoing induction, coaching, mentoring and support in teaching and learning for all staff	*Induction, Mentoring & Development*-All staff will be involved in structured induction and development plans. Individual 1-1 meetings will be regularly held with the Principal to discuss performance and support required.	*Principal, staff members* *Induction checklists* *Staff Development plans*
	Professional Learning Plan & PD Logs- The school will create an annual Professional Learning Plan to meet the needs of the school, staff and system. It will be linked to the Annual Implementation Plan (AIP). Professional Development will be logged on One School. These activities will be discussed during 1-1 staff meetings with the Principal.	*Principal, staff members* *Professional Learning Plan* *One School*

3. ALIGNMENT OF CURRICULUM, PEDAGOGY AND ASSESSMENT

Principles	How do we do this?	Who / Resources
3.1 Pedagogy aligned with curriculum intent and demands of the learning area/subject, general capabilities and cross-curriculum priorities	*School Programs*- The school has created (or uses) a number of school based documents to support the implementation of the Pedagogy Framework. These include; Bullyard Balanced Reading Program, North Coast Region Maths Program, Gin Gin Cluster Schools Writing Framework, Bullyard Curriculum and Assessment Plan, Homework Guidelines etc. All teachers are to ensure they implement these programs in the classrooms so that we have effective curriculum alignment across the school.	Principal, teachers, aides School programs – see Strategic Curriculum Overview School Assessment Plan KLA tracker
3.2 Assessment, with explicit criteria and standards, planned up front and aligned with teaching	*Annual Curriculum Overview*- Each classroom teacher needs to design a curriculum overview for each term. This document briefly outlines the units of work in in each subject for each term. This is parent friendly and is sent home at the beginning of each term.	
3.3 Lesson design and delivery, including monitoring and data collection practices, consistent across the school and learning area	*Assessment Plan*- The school's assessment plan has been designed to adhere to Regional Benchmarks and school based programs. It indicates the range of formative, summative and diagnostic processes required across all year levels. Teachers must ensure that all planning meets the assessment plan expectations. Relevant data must be recorded on One School.	

3.4 Moderation practices to support consistency of teacher judgment about assessment data	*Standards, Planning & Moderation-* The school programs provide the standards required for achievement of students. There are established tests, revision sheets, rating scales and exemplars for student work. All teachers will be involved in district moderation and planning at the end of each term. These strategies will form the basis of teacher discussions and decision making about student achievement. Our school also follows the *Explicit Teaching Lesson Structure* process. All classrooms should have the poster displayed and followed where possible.	
	Staff Networks - Our school is an active member of the Gin Gin Cluster. This cluster group organises a number of professional networks including P-3 teachers and Teacher Aide PD. Staff are expected to participate in these network activities to improve professional practice.	

4. EVIDENCE BASED DECISION MAKING

Principles	How do we do this?	Who / Resources
4.1 Teaching and learning informed by student performance data and validated research 4.2 Quality evidence of the sustained impact of the agreed teaching methods is used to inform teaching and learning 4.3 Agreed feedback practices for staff, parents and students	*Data Profiles-* One School and student data profiles are the key tools for tracking student data for each child across the school.	Teachers. Student Data profiles One School
	Systemic and School Data- The school personnel need to ensure they understand and use systemic data such as NAPLAN, attendance, disciplinary absences, academic grading, School Opinion Survey data etc. These data sets will be regularly discussed at staff meetings. NAPLAN and PAT Data are to be listed on student data profiles after each testing period and used to inform student learning goals. The school will publish data sets in newsletters, website and at P&C Meetings to ensure data is shared and understood. Trends from such data will play an important role in strategic planning and each teacher's classroom planning and teaching.	Principal, staff members, parents Systemic School Data sets
	Student Reporting- Student reports must be processed according to the current EQ policy. Teachers will be given time lines by the Principal to ensure reports are issued each semester. Each subject area must give information on progress on all appropriate strands. Comments need to be included that are individual so parents can see what may be done to assist their child. Our school encourages regular meetings with parents to discuss student progress. These meeting should be tracked and listed on each student's data profile. Teachers should follow up (each term) to ensure parents have ample opportunity to meet with them for student progress updates. Teachers can access data on previous reports in two ways; check One School or check G drive for copies (which will contain comments not included in One School file format)	Principal, Teachers. Student Report files BSS Reporting Guidelines
	Curriculum Discussion - Curriculum discussion will be done on a regular basis by all relevant staff members. These discussions may be in a variety of formats including; classroom visits, collection of data profiles, modelled teaching episodes, collection of workbooks, feedback on classroom environment etc.	Principal, Teachers.
	School Standards- The school has developed and implemented a number of standards that meet or exceed the National Curriculum expectations. These standards are implicit within a range of documents e.g School Assessment Plan. They list what is required for students to move between levels of school programs such as Spelling and Number Facts. They also include standards in connection with standardised testing such as PM Benchmarks and PROBE Assessment. These standards need to be carefully explained to students and parents so expectations are shared across the stakeholders. Teachers need to ensure they are familiar with these expectations and that they are fully implemented in each classroom.	
	Learning Support Resources- Resources to support the learning of students will be allocated by the Principal after consultation with staff. Such resources include; teacher aide time, STLaN, AVT resources. Classroom data (including student report cards, individual learning plans etc) will be sued to allocate these important resources on a basis of student need.	

5. TARGETED AND SCAFFOLDED INSTRUCTION

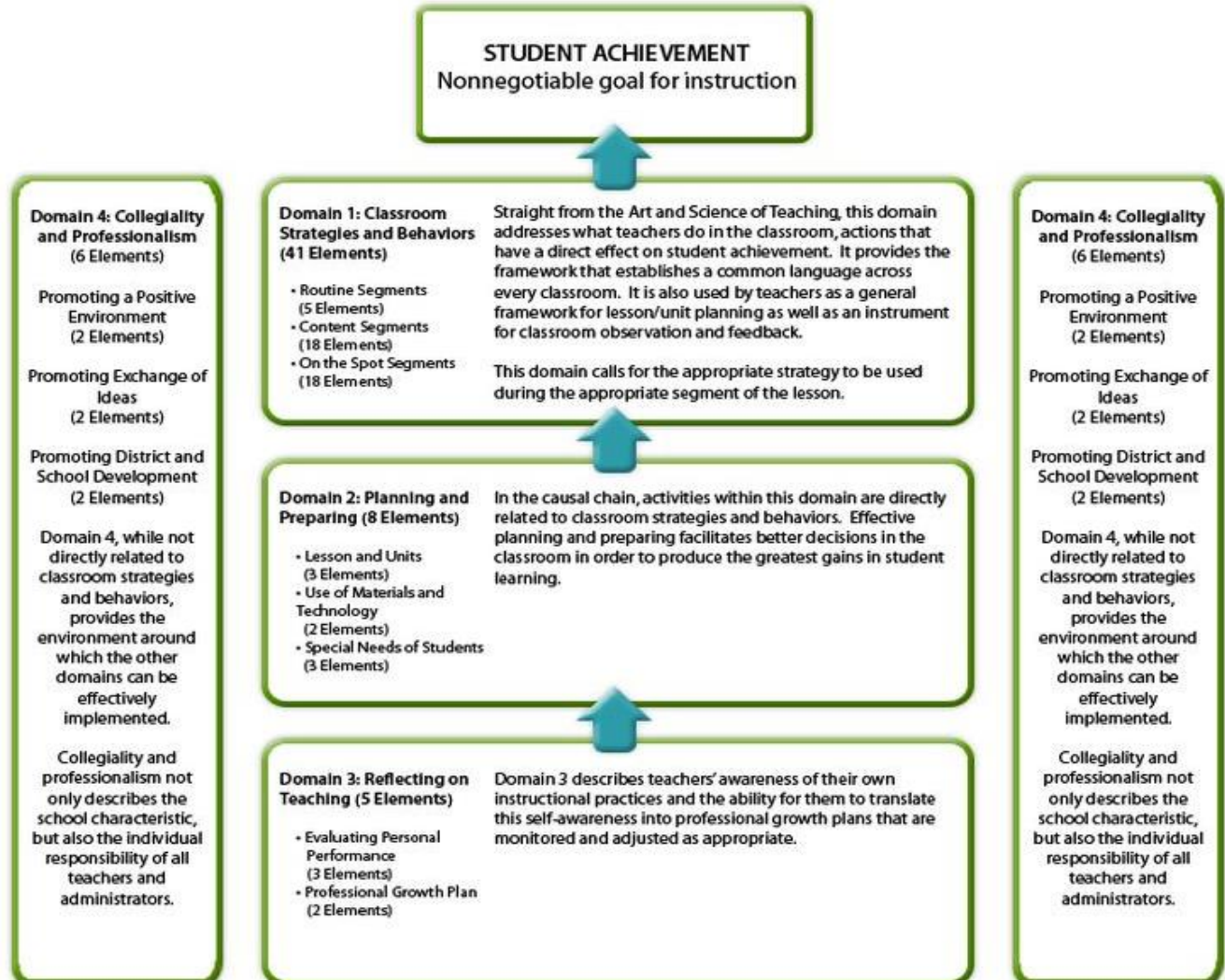| Principles	How do we do this?	Who / Resources
5.1 Comprehensive range of agreed contemporary teaching strategies that support curriculum intent, engage students and exploit available technology 5.2 Differentiated and scaffolded teaching based on identified needs of students	*School Programs / Processes -* Within the range of school programs - teachers, students and parents need to follow the clearly established processes for revision. This would apply to areas such as weekly Maths Revision Sheets, Number Facts standards, Spelling Levels and progression standards. Teachers must ensure they read and understand the processes outlined in the School Assessment Plan to ensure these processes are followed in <u>each</u> classroom to maintain a whole school approach.	Principal, teachers, aides, parents, students School Assessment Plan Homework policy Spelling Program
	Learning Support programs- Learning support teachers (STLaN, AVT etc.) must use programs that support and integrate with the established school programs. These teachers must ensure they meet regularly with classroom teachers and principal to give progress updates. Appropriate notes need to be listed on One School.	Principal, Learning Support Teachers One School

	Available Technology- The school is well resourced with the latest digital technology resources. (IWBs, laptops, projectors, wireless network) Teachers and aides need to ensure they exploit these resources to their maximum potential. Their classroom planning should indicate how they engage with ICTs as part of the General Capabilities of the National Curriculum.	Principal, teachers, aides, students
	Differentiation XLS tracker- This file is located on G drive and may be accessed through the Strategic Curriculum Overview page. It allows teachers to list their required differentiation and adjustments notes for each child in each year level. It also contains data on individual spelling levels, reading levels, behaviour concerns etc. By having this information in one central location, it allows all staff to use the information to help scaffold teaching to help meet the learning needs and styles of each child. Teachers need to update this information at least once each term.	Teachers Differentiation Tracker BSS Curriculum Plan

6. SAFE, SUPPORTIVE, CONNECTIVE AND INCLUSIVE LEARNING ENVIRONMENTS

Principles	How do we do this?	Who / Resources
6.1 Consistent, whole-school approaches to classroom and behaviour management, recognition of difference, student well-being and development of student autonomy 6.2 Innovative, responsible and ethical use of digital technologies.	*Learning & Wellbeing* - The school maintains a safe and happy workplace with regular events to ensure staff wellbeing. Teachers offer relaxation and mindfulness activities for students, predominantly after play times.	Principal, teachers, staff, parents, students
	Responsible Behaviour Plan- The school has consulted with all stakeholders to develop a positive and proactive Responsible Behaviour Plan for students. It outlines processes and expectations for the encouragement of positive behaviour and for dealing with inappropriate behaviour. This plan is to be supported in classrooms by the establishment of rules (displayed in each room) and the appropriate classroom routines.	Principal, teachers, staff, parents, students Responsible Behaviour Plan
	Attendance Data- Teachers are expected to carefully monitor attendance rates. The school supports parents in this by outlining the expectations at enrolment, regularly sending home school attendance data, publishing parenting skills information. The Principal will follow EQ procedures to follow up on any attendance issues.	Principal, teachers, staff, parents, students School Information Book
	Student Performance Recognition- Weekly school parades will be held to reinforce the behavioural expectations of the school. Positive recognition of students will be made with the presentation of certificates. Information about student's achievement and improvements will also be published in the newsletters.	Principal, teachers, staff.
	Communication - Communication between all members of the school community is the key strategy to building the correct culture of the school. To help this process the school will use regular communication channels to work with parents. These may include; email, weekly newsletters, interviews, information afternoons (e.g. homework), Principal reports at P&C meetings. Teachers need to ensure that any letters sent home to parents have been authorised by the Principal.	Principal, teachers, staff, parents, students School Information Book
	Term Planner – A term planner will be sent home each term. This will provide parents and students with indicative dates for minor and major events.	Principal, teachers, parents, students Term Planners
	Open Door Policy for Parents- We encourage parents to be highly involved in our school. They can assist in classrooms and it is expected that they support the P&C projects throughout the year. Parent /Teacher interviews can be made at any time that suits parents and teachers throughout the year. This will be encouraged through newsletters and school information books.	Principal, teachers, parents
	Student Self Evaluation- It is important for students to be part of any data review process so each child knows their strengths and weaknesses. They establish learning goals and regularly reflect on how they progressing to meet their goals. Each child's data profile contains a self-evaluation section which is completed at regular intervals.	Teachers, students Student Data Profiles

THE ART AND SCIENCE OF TEACHING (ASOT)

In line with the Regional educational initiatives and expectations, Bullyard State School adopts Robert Marzano's Art and Science of Teaching (ASOT) as its pedagogical framework to support teaching and learning. Effective classroom instruction involves engaged students and improved student outcomes; to achieve this - educators must examine every element of the teaching process. The Art and Science of teaching framework is designed to aid teachers in examining and developing their pedagogical knowledge and skills so they can achieve improvement in teaching and student results.

STUDENT ACHIEVEMENT
Nonnegotiable goal for instruction

Domain 4: Collegiality and Professionalism
(6 Elements)

Promoting a Positive Environment
(2 Elements)

Promoting Exchange of Ideas
(2 Elements)

Promoting District and School Development
(2 Elements)

Domain 4, while not directly related to classroom strategies and behaviors, provides the environment around which the other domains can be effectively implemented.

Collegiality and professionalism not only describes the school characteristic, but also the individual responsibility of all teachers and administrators.

Domain 1: Classroom Strategies and Behaviors (41 Elements)

- Routine Segments (5 Elements)
- Content Segments (18 Elements)
- On the Spot Segments (18 Elements)

Straight from the Art and Science of Teaching, this domain addresses what teachers do in the classroom, actions that have a direct effect on student achievement. It provides the framework that establishes a common language across every classroom. It is also used by teachers as a general framework for lesson/unit planning as well as an instrument for classroom observation and feedback.

This domain calls for the appropriate strategy to be used during the appropriate segment of the lesson.

Domain 2: Planning and Preparing (8 Elements)

- Lesson and Units (3 Elements)
- Use of Materials and Technology (2 Elements)
- Special Needs of Students (3 Elements)

In the causal chain, activities within this domain are directly related to classroom strategies and behaviors. Effective planning and preparing facilitates better decisions in the classroom in order to produce the greatest gains in student learning.

Domain 3: Reflecting on Teaching (5 Elements)

- Evaluating Personal Performance (3 Elements)
- Professional Growth Plan (2 Elements)

Domain 3 describes teachers' awareness of their own instructional practices and the ability for them to translate this self-awareness into professional growth plans that are monitored and adjusted as appropriate.

Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQs) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.

Lesson Segment Involving Routine Events

DQ1: Communicating Learning Goals and Feedback
1. Providing Clear Learning Goals and Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success

DQ6: Establishing Rules and Procedures
4. Establishing Classroom Routines
5. Organizing the Physical Layout of the Classroom

Note: DQ refers to Design Question in the Marzano Art and Science of Teaching framework. The nine DQs organize the 41 elements in Domain 1.

The final Design Question, DQ10: Developing Effective Lessons Organized into a Cohesive Unit, is contained in Domain 2: Planning and Preparing.

Lesson Segment Addressing Content

DQ2: Helping Students Interact with New Knowledge
6. Identifying Critical Information
7. Organizing Students to Interact with New Knowledge
8. Previewing New Content
9. Chunking Content into "Digestible Bites"
10. Processing of New Information
11. Elaborating on New Information
12. Recording and Representing Knowledge
13. Reflecting on Learning

DQ3: Helping Students Practice and Deepen New Knowledge
14. Reviewing Content
15. Organizing Students to Practice and Deepen Knowledge
16. Using Homework
17. Examining Similarities and Differences
18. Examining Errors in Reasoning
19. Practicing Skills, Strategies, and Processes
20. Revising Knowledge

DQ4: Helping Students Generate and Test Hypotheses
21. Organizing Students for Cognitively Complex Tasks
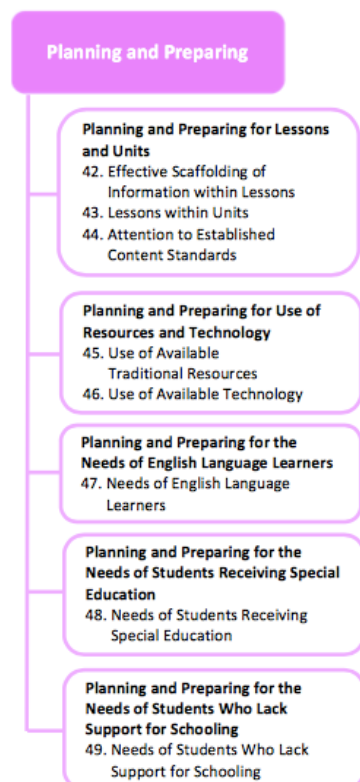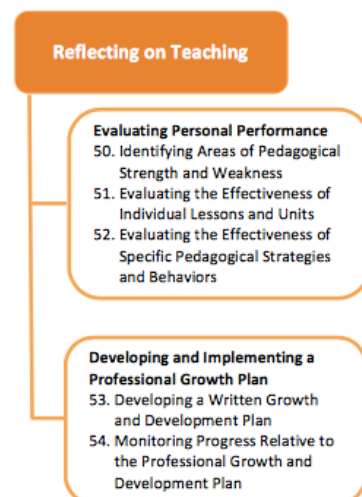22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
23. Providing Resources and Guidance

Lesson Segment Enacted on the Spot

DQ5: Engaging Students
24. Noticing When Students are Not Engaged
25. Using Academic Games
26. Managing Response Rates
27. Using Physical Movement
28. Maintaining a Lively Pace
29. Demonstrating Intensity and Enthusiasm
30. Using Friendly Controversy
31. Providing Opportunities for Students to Talk about Themselves
32. Presenting Unusual or Intriguing Information

DQ7: Recognizing Adherence to Rules and Procedures
33. Demonstrating "Withitness"
34. Applying Consequences for Lack of Adherence to Rules and Procedures
35. Acknowledging Adherence to Rules and Procedures

DQ8: Establishing and Maintaining Effective Relationships with Students
36. Understanding Students' Interests and Backgrounds
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
38. Displaying Objectivity and Control

DQ9: Communicating High Expectations for All Students
39. Demonstrating Value and Respect for Low Expectancy Students
40. Asking Questions of Low Expectancy Students
41. Probing Incorrect Answers with Low Expectancy Students

Domain 2: Planning and Preparing

Planning and Preparing

Planning and Preparing for Lessons and Units
42. Effective Scaffolding of Information within Lessons
43. Lessons within Units
44. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology
45. Use of Available Traditional Resources
46. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners
47. Needs of English Language Learners

Planning and Preparing for the Needs of Students Receiving Special Education
48. Needs of Students Receiving Special Education

Planning and Preparing for the Needs of Students Who Lack Support for Schooling
49. Needs of Students Who Lack Support for Schooling

Domain 3: Reflecting on Teaching

Reflecting on Teaching

Evaluating Personal Performance
50. Identifying Areas of Pedagogical Strength and Weakness
51. Evaluating the Effectiveness of Individual Lessons and Units
52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan
53. Developing a Written Growth and Development Plan
54. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism

Collegiality and Professionalism

Promoting a Positive Environment
55. Promoting Positive Interactions with Colleagues
56. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies
57. Seeking Mentorship for Areas of Need or Interest
58. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting District and School Development
59. Adhering to District and School Rules and Procedures
60. Participating in District and School Initiatives

EXPLICIT INSTRUCTION

Explicit Instruction underpins the structure of all lessons at Bullyard, ensuring that all lessons reflect an effective, evidence-based learning process. Importantly, however, Explicit Instruction is more than a sequence or formula. Explicit Instruction is focused on student centred collaboration and independent practice.

At Bullyard it is referred to as the "I do it, we do it, you do it" model which provides a plan of scaffolded instruction that includes demonstration, prompt and practice.

Learning Goals

✓ At the start of every lesson, the teacher must clearly communicate the specific learning goals for the lesson. The goals should be displayed on the white board so that they can be referred to throughout the lesson. (WALT and WILF) The goals should be practical, realistic, challenging and measurable. The goals should be a subset of the overarching goals of the unit of work.

✓ Take the time to communicate and clarify the goals, connect them to previous learning and align them to future learning and real-world applications and relevance.

Warm Up

✓ "Warm Ups" are designed to verify students' understanding of pre-requisite knowledge, help move newly acquired knowledge from short-term to long-term memory, develop automaticity in critical pre-requisite knowledge, and activate knowledge that underpins the lesson.

✓ Review and activate pre-requisite knowledge, through engaging activities that allow students to practise related skills and the teacher to verify every student's ability to perform them.

✓ Align the "Warm Up" with knowledge underpinning the learning goals for that lesson.

I Do

✓ The "I Do" phase is focussed 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.

✓ Use clear and precise language and avoid digressions.

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.

✓ Structure activities that link skills to prior learning and apply them in novel situations.

Plough Back

✓ In the "Plough Back", 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 lessons 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.