



## Macleay Island State School Pedagogical Framework

### Introduction

Macleay Island State School's Pedagogical Framework promotes the school's values and beliefs and is organised around an evidence based model of instruction, *Explicit Instruction – Effective and Efficient Teaching* (A.Archer and C.Hughes) and *Visible Teaching, Visible learning* (J.Hattie). Macleay Island's framework is aligned to *Department of Education and Training P-12 curriculum Assessment and reporting framework*. Our pedagogical framework reflects the core systemic principles of *Every Student Succeeding – State Schools Strategy 2017-2021*:

- Student – centred planning
- High expectations
- Alignment of curriculum, pedagogy and assessment
- Evidence-based decision making
- Targeted and scaffolded instruction
- Safe, supportive, connected and inclusive learning environments





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### Macleay Island SS Vision:

Every student succeeding is the shared vision of Queensland state schools. This strategy underpins regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Explicit Instruction – Effective and Efficient Teaching, is ‘instruction that is systematic, direct, engaging, and success oriented’ it consists of 6 principles and 16 elements:

### **Principles of Effective Instruction**

1. Optimise engaged time/time on task
2. Promote high levels of success
3. Increase content coverage
4. Spend more time in instructional groups
5. Scaffold instruction
6. Address different forms of knowledge



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### Sixteen Elements of Explicit Instruction

Anita L Archer and Charles A Hughes, 2011

When planning and delivering an explicit instruction lesson the following sixteen elements need to be considered.

<b>Content</b>	<b>1. Focus instruction on critical content</b> – teach skills, strategies, vocabulary terms, concepts and rules that will empower students in the future and match the students’ instructional needs.
	<b>2. Sequence skills logically</b> – Consider several curricular variables, such as teaching easier skills before harder skills, teaching high-frequency skills before skills that are less frequent in usage, ensuring mastery of prerequisites to a skill before teaching the skill itself, and separating skills and strategies that are similar and thus may be confusing to students
	<b>3. Break down complex skills and strategies into smaller instructional units</b> – Teach in small steps. Segmenting complex skills into smaller instructional units of new material addresses concerns about cognitive overloading, processing demands, and the capacity of students’ working memory. Once mastered, units are synthesized (ie. Practiced as a whole)
<b>Design of Delivery</b>	<b>4. Design organised and focused lessons</b> – Make sure lessons are organised and focused, in order to make optimal use of instructional time. Organised lessons are on topic, well sequenced and contain no irrelevant digressions
	<b>5. Begin lessons with a clear statement of the lesson’s goals and your expectations</b> – Tell learners clearly what is to be learned and why it is important. Students achieve better if they understand the instructional goals and outcomes expected, as well as how the information or skills presented will help them.
	<b>6. Review prior skills and knowledge before beginning instruction</b> – Provide a review of relevant information. Verify that students have the prerequisite skills and knowledge to learn the skill being taught in the lesson. This element also provides an opportunity to link the new skill with other related skills.
	<b>7. Provide step-by-step demonstrations</b> – Model the skill and clarify the decision-making processes needed to complete a task or procedure by thinking aloud as you perform the skill. Clearly demonstrate the target skill or strategy, in order to show the students a model of proficient performance.
	<b>8. Use clear and concise language</b> – Use consistent, unambiguous wording and terminology. The complexity of your speech (e.g. Vocabulary, sentence structure) should depend on students’ receptive vocabulary, to reduce possible confusion.



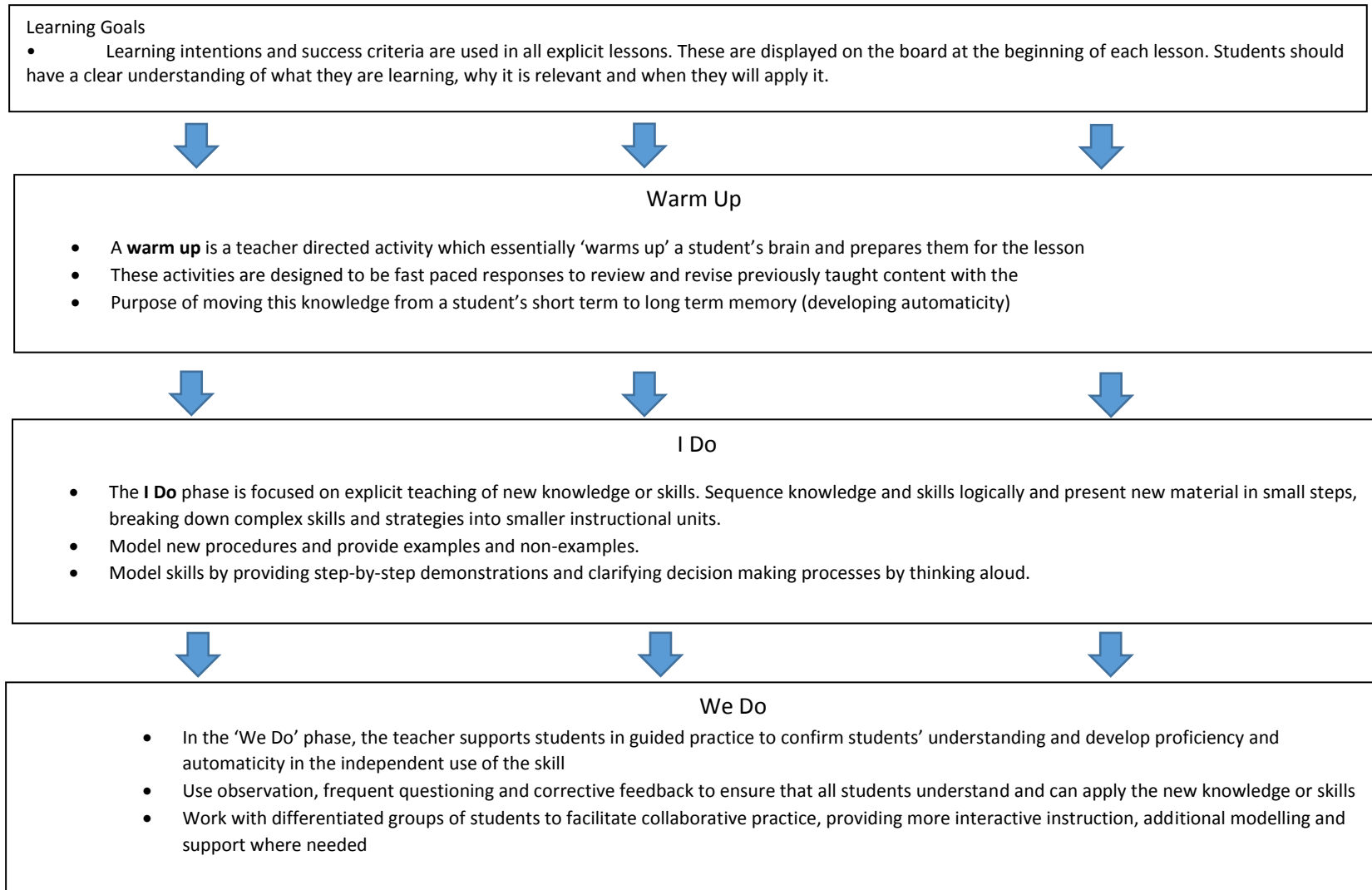
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	<p><b>9. Provide an adequate range of examples and non-examples</b> – In order to promote initial success and build confidence, regulate the difficulty of practice opportunities during the lesson, and provide students with guidance in skill performance. When students demonstrate success, you can gradually increase task difficulty as you decrease the level of guidance.</p> <p><b>10. Provide guided and supported practice</b> – In order to promote initial success and build confidence, regulate the difficulty of practice opportunities during the lesson, and provide students with guidance in skill performance. When students demonstrate success, you can gradually increase task difficulty as you decrease the level of guidance.</p>
Delivery of Instruction	<p><b>11. Require frequent responses</b> – Plan for a high level of student – teacher interaction via the use of questioning. Having the students respond frequently (i.e. oral responses, written responses or action responses) helps them focus on the lesson content, provides opportunities for student elaboration, assists you in checking understanding and keeps students active and attentive.</p> <p><b>12. Monitor student performance closely</b> – Carefully watch and listen to students’ responses so that you can verify student mastery as well as make timely adjustments in instruction if students are making errors. Close monitoring also allows you to provide feedback to students about how well they are doing.</p> <p><b>13. Provide immediate affirmative and corrective feedback</b> – Follow up on students’ responses as quickly as you can. Immediate feedback to students about the accuracy of their responses helps ensure high rate of success.</p> <p><b>14. Deliver the lesson at a brisk pace</b> – Deliver instruction at an appropriate pace to optimise instructional time, the amount of content that can be presented, and on task behaviour. Use a rate of presentation that is brisk but includes a reasonable amount of time for students’ thinking/processing, especially when they are learning new material. The desired pace is neither so slow that students get bored nor so quick that they can’t keep up.</p> <p><b>15. Help students organise knowledge</b> -Because many students have difficulty seeing how some skills and concepts fit together, it is important to use teaching techniques that make these connections more apparent or explicit. Well-organised and connected information makes it easier for students to retrieve information and facilitate its integration with new material.</p>
	<p><b>16. Provide distributed and cumulative practice</b> -Distributed (vs. massed) practice refers to multiple opportunities to practise a skill over time. Cumulative practice is a method for providing distributed practice by including practice opportunities that address both previously and newly acquired skills. Provide students with multiple practice attempts, in order to address issues of retention as well as automaticity.</p>
Judicious Practice	



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### Unpacking the Explicit Instruction Lesson Sequence





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### 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.



### Review

- In the **'Review'** phase, 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



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### Roles and Responsibilities during an explicitly taught lesson:

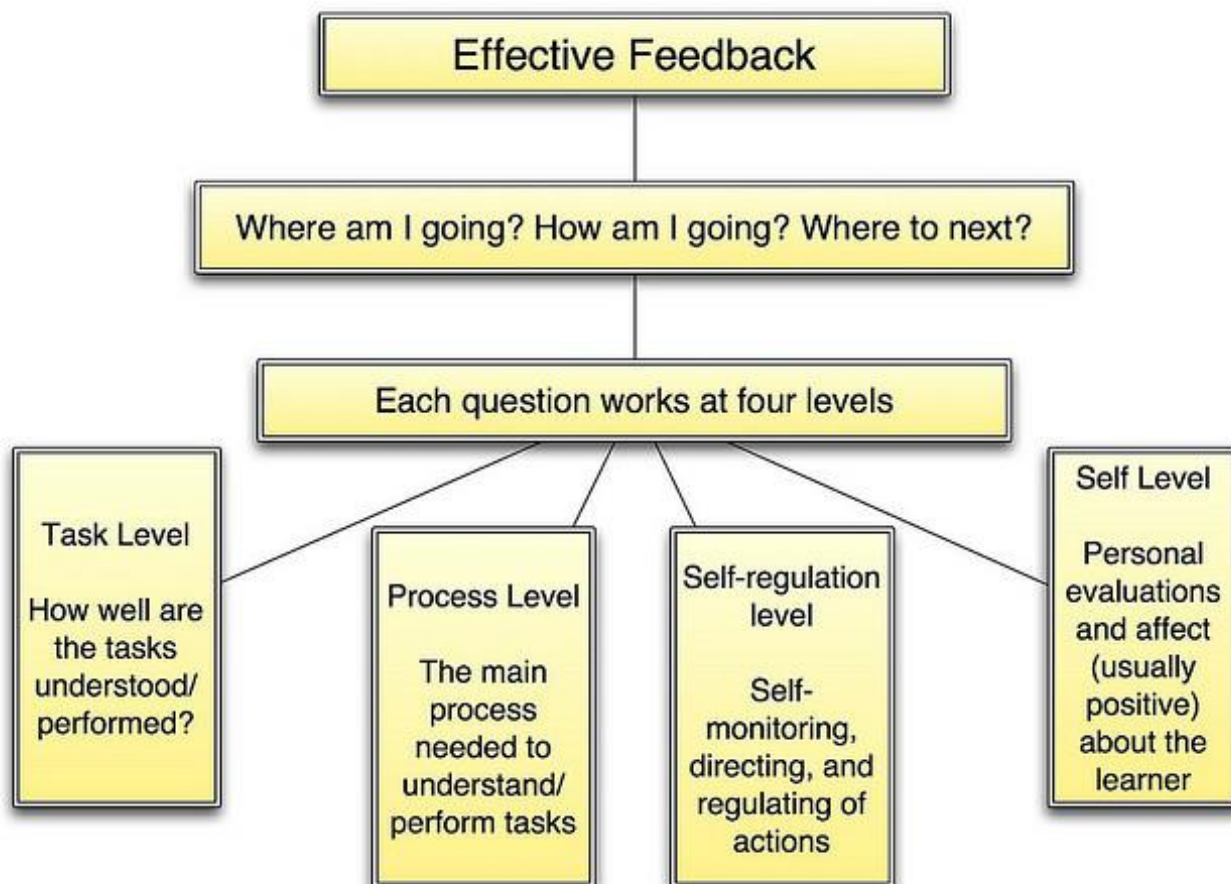
Learning Goal	Lesson Goal – warm up	I Do	We Do		You Do	Review	
<p><b>Learning intentions and success criteria</b> are used in all explicit teaching lessons. These should be displayed and stated at the beginning of each lesson so students have a clear understanding of what they are learning, why it is relevant and what you will be looking for.</p> <p><b>TIB (This is Because)</b> elaborates on the learning intentions and success criteria. It makes links to real life application, how the particular skill or overall unit or body of work</p>		Modelled Teaching	Shared	Guided/Collaborative Learning	Independent Learning		
	<i>Teacher Explains</i> <i>Student Listens</i>	<i>Teacher Does</i> <i>Student Watches</i>	<i>Teacher Does</i> <i>Student Helps</i>	<i>Students do Together</i> <i>Teacher Helps</i>	<i>Students Does</i> <i>Teacher Watches</i>	<i>Teacher Questions</i> <i>Student Reflects and Responds</i>	
	Usually brief in nature, focus lessons establish purpose for learning and clue students into important learning objectives.	Teachers model their own metacognitive processes as active learners through think-aloud. Modelled strategies focus on increasing understanding of content areas and skills.	During guided instruction, teachers prompt, question, facilitate or lead students through tasks that increase understanding.	During the collaborative learning component students consolidate their understanding of the concept and explore opportunities to problem solve, discuss, negotiate and think with their peers.	This component addresses the most important goal of good instruction – to provide students with practice in applying skills and information in new ways.	Usually brief in nature, refer back to the lesson’s goals and outline how these have been covered.	
	<b>Teacher role and responsibilities</b>						
	Engage student attention Revision of key concepts/skills	Explicitly: Teach knowledge Explain Model skills Model thinking – think aloud Demonstrate	Scaffold tasks Working with students – walk around, look around, talk around Gradually fade 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 groups Thoughtful questioning Provide immediate affirmative and corrective feedback	Reinforce learning Check understanding and clarify answers Involve all students Make connections	
	<b>Student Roles and Responsibilities</b>						
Identify learning goal Make connections to previous learning Developing automaticity Actively participating	Look, listen, think and learn	Contribute to group or class learning Seek feedback Listen, interact, question, 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			



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### Feedback framework

Feedback provides teachers and students with information about past and current learning experiences and should inform future teaching and learning opportunities.



Based on: Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112.





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For Teaching – teachers use feedback from students or peers to inform and shape future instruction. Teachers must utilise three interrelated components if positive impacts are to occur in student achievement (Fisher and Frey, 2009). These include:

- **feed up** (clarifying the goal)
- **feed back** (responding to student work)
- **feed forward** (modifying teaching)

Feedback is formative in nature, not limited to an end point process, and is blended with reflection, goal setting and other evaluation processes (Stiggins et. Al, 2003)

Effective feedback focuses on the strengths of students' achievement and on the areas in need of improvement. Assessment feedback is more helpful if learning targets (knowledge, skills and concepts) are identified and specific suggestions for improvement are provided.

Teachers can:

- provide feedback in a number of ways (including verbal and written feedback eg. 2 stars and a wish)
- use descriptive language to help students assess their progress and to understand how to achieve learning and assessment expectations
- focus on progress – emphasise the student's contributions progress relative to their previous achievement and to learning expectations – it does not compare students with their classmates
- ensure feedback is credible, honest and helpful in meaningful, timely and regular ways