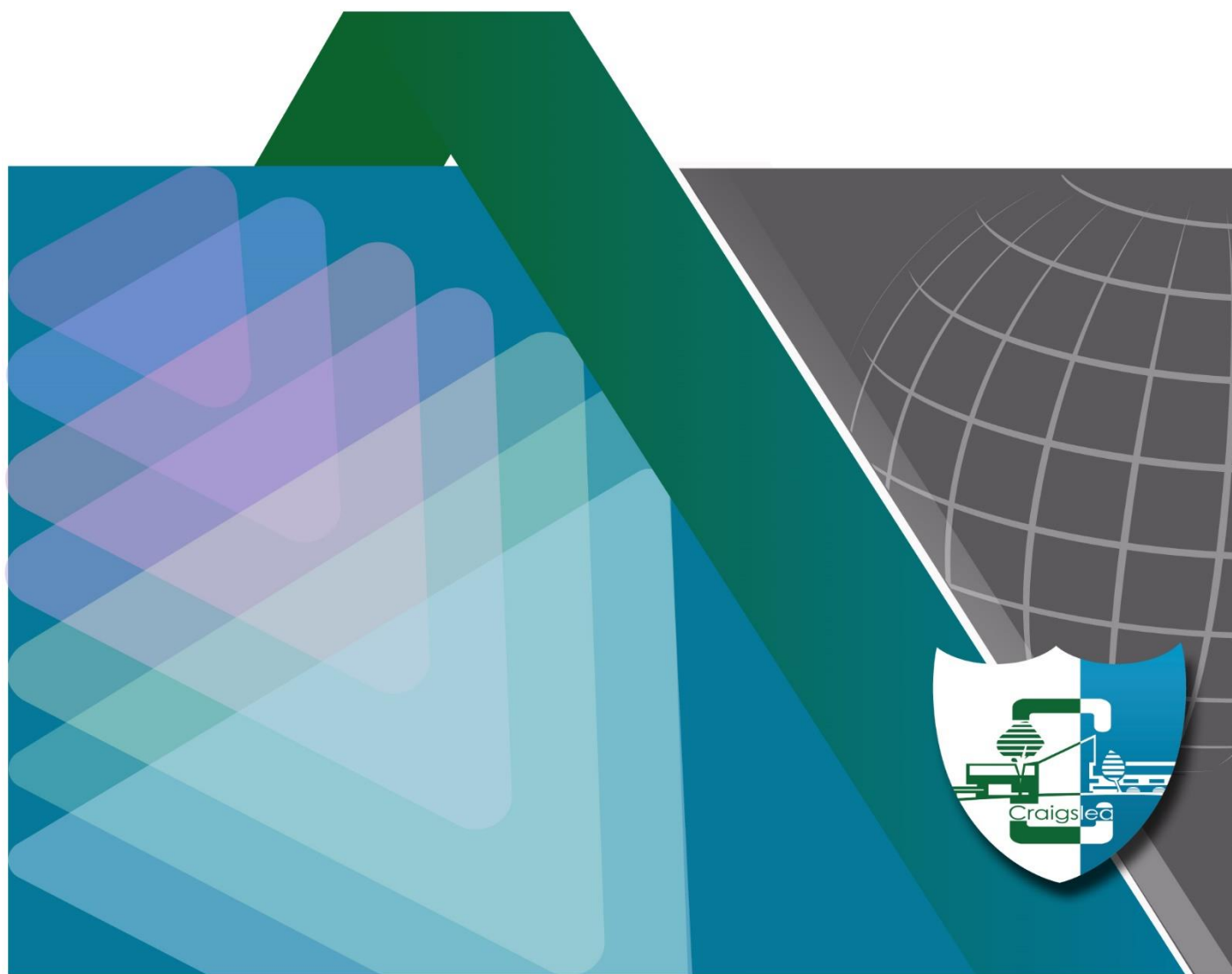


Teaching and Learning

Teacher Handbook

Craigslea's Pedagogical Framework
in Action



Craigslea
State High School

.... Educating Global Citizens

2021

Name: _____

Table of Contents	Page
2021 – 2024 School Plan, Snapshot	1
Guiding Principles	1
2021 Improvement Agenda	2
2021 School Targets	2
Differentiated Teaching and Learning	3
Whole school approach to differentiated Teaching and Learning	4
Professional Learning and Collaboration Framework	6
Collaborative Relationships	7
Collegial Engagement – Peer Learning Groups 2021	8
Teaching and Learning Framework – CITW 2 nd Edition	11
Unpacking Craigslea’s School-Wide Pedagogical Framework	12
Putting it all Together	13
Teaching in the Craigslea State High School Context	14
2021 Professional Practice Indicators	15
Implementing Craigslea’s Pedagogical Framework	17
Professional Practice Checklist	17
Essential Classroom Actions	18
Pedagogical Framework	22
Hierarchy of School Pedagogy	28
How we Implement our Pedagogical Framework	29
Planning Process	30
Using a Pedagogical Framework	31
CITW	32
Planning Guide	34
How to use the Craigslea SHS Unit Plan Template	37
School Behaviour Expectations	40
Structured Observation and Feedback Lesson Elements	41

Craigslea
State High School



School Plan 2021 - 2024

Snapshot

The following attributes are from the school's 2020 external school review

School History

- Craigslea State High School first opened its doors to students in 1975
- The school emblem was designed by one of the original staff members of the school
- The stylised building in the logo reflects the outline of the school library and symbolises a place of belonging where knowledge is acquired and where students feel safe to develop into global citizens of the future



Governance

- Australasian Schools Accreditation Agency (ASAA) accredited school
- A strong and effective Parents and Citizens' Association (P&C), School Council and Student Representative Council (SRC)
- A continuous improvement agenda enacted through regular formal review of performance
- Strategically focused on the future to effectively use resources



Teaching

- Highly effective teaching is recognised as the key to improving student learning throughout the school
- Effective teaching is responsive to a changing world
- Quality professional learning is continuous within a strong collegial culture



Learning Outcomes

- A consistent trend of improvement in student learning outcomes that exceed those of comparable like schools
- Teachers have a deep understanding of curriculum and plan programs collaboratively
- Student learning data is continuously monitored
- Individual student learning goals consistently support all students to improve their learning



Culture

- The school has an exceptional culture that is calm, orderly, caring and characterised by productive classrooms
- School culture is driven by a strong sense of community, which is evident in the care and support that students and staff demonstrate for each other
- Annual extracurricular events have become established traditions that enhance school culture
- The school actively promotes respect for cultural diversity



Community

- 1150 students from 50 different cultural backgrounds
- Craigslea has a community focus with reciprocal support for academic, sporting, cultural, wellbeing and post-schooling opportunities
- There are high levels of parent and community support for enacting the school vision
- The school has established a unique Craigslea State High School identity in the wider community

Craigslea
State High School



Guiding Principles

Our Vision is for all Craigslea students to be active citizens in a global society

Our school is driven by the belief that active citizens in a global society are nurtured in a respectful and dynamic learning culture

Our Values

...Educating Global Citizens



Learning

Our teaching promotes intellectual curiosity and encourages personal best



Respect

Our school community values the rights, safety and perspectives of others



Community

Our community partnerships enrich learning and the school experience

Our Motto:

...Striving for Excellence

Our Graduates will be:

Confident and curious learners

Honest and ethical

Active contributors to society

Respectful of the rights of diverse communities

2021 Improvement Agenda

The following school improvement agenda are identified in the 2021 Craigslea School Annual Implementation Plan (AIP). The AIP identifies annual priorities, strategies and actions from the school's 4-year School Plan.

While the AIP identifies a full range of strategies and actions for the year the annual School Improvement Agenda are a small number of key priorities which form a focus professional practice and strategy to improve school performance.

The School Plan and AIP can be found in: **One School/School Management/School Plan**
(<https://oslp.eq.edu.au/oslp.mvc/SchoolPlan/School/Detail?StrategicPlanId=3323>)

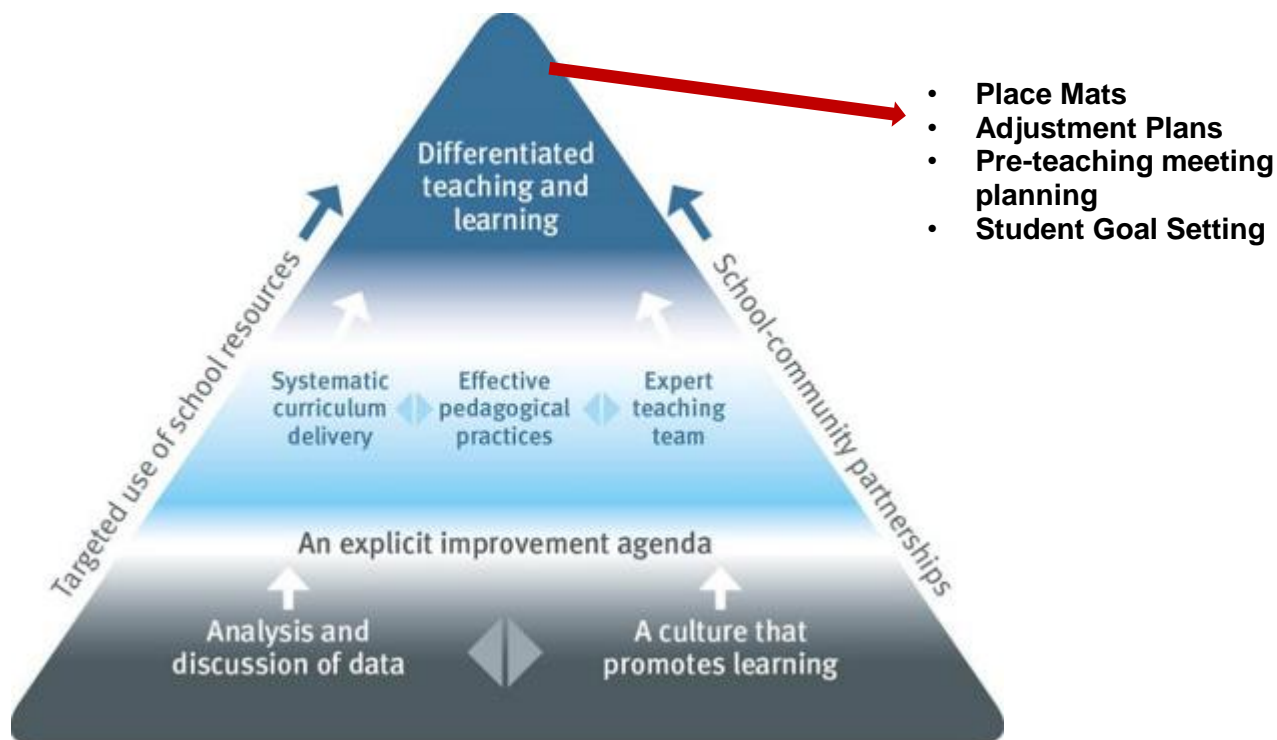
1. Writing	Writing practice evident in all student workbooks - sentence styles and paragraph structures
2. Student Learning Goals	A learning goal AND improvement strategy recorded for each subject / term
3. Intentional Collaboration	All teachers engaged in: <ul style="list-style-type: none"> • Pre-teaching meetings • Moderation • Classroom-based Action Research with Peers • Observation & Feedback • QCAA processes

2021 School Targets

Curriculum Alignment	Formal, scheduled processes are used to ensure alignment of curriculum, assessment and pedagogy.
Professional Learning	All staff are engaged in collaborative professional learning including support and feedback by school leaders.
Feedback	All students receive effective feedback and understand how they can improve – student SOS results
Year 12 Exit Targets	1. 100% QCE attainment 2. 100% QTAC offers 3. Year 12 exit subject results above state averages
Attendance Targets	> 90% of students with an annual attendance rate > 85%.
Indigenous Student Achievement	Indigenous students' attendance and year 12 exit pathways are similar to school cohort.
Student Report Grades	1. Student A - C Semester Achievement grades in Maths, Science and English are >85% 2. Student A - C Semester Effort and Behaviour grades are >90%.
Student engagement	Increase the number of year 11 & 12 students engaged in "work placement"

Differentiated Teaching and Learning

Differentiated and explicit teaching for all students provides adjustments that will not impact the integrity of the unit



School Improvement Hierarchy – Queensland Department of Education

For each of my classes:

1. Do I understand the unit plan and its alignment to the syllabus?
2. Do I understand the assessment for the unit?
3. Have I accessed the Adjustment Plan for all students with disability? - Adjusting conditions and context of assessment NOT the standard
4. Do I have, or will I use, any diagnostic testing to establish start points?
5. Do I need to adjust the learning sequence (but not the content or standard)?

Key Differentiation Planning and Documentation

1. A Place Mat for each class
2. Adjustment Plans
3. Pre-teaching meeting planning

Student goal setting in student planners



Whole school approach to differentiated teaching and learning

The requirements for differentiated teaching and learning are specified in the *P-12 curriculum, assessment and reporting framework*¹ with additional information provided below. Differentiated teaching and learning relies on a deep understanding of the Australian Curriculum².

Use a whole school approach to differentiated teaching and learning for ALL students.

The diverse³ learning needs of a school community, cohorts, classes, groups and individuals are identified through the school data profile and assessment and reporting data.

Analysis of the data informs the provision of the Australian Curriculum articulated in the school's whole school curriculum, assessment and reporting plan through the three levels of planning⁴.

Schools respond to the diverse learning needs of their students by identifying differentiated teaching and learning in all three levels of planning. This ensures that every student is supported to access and participate in the curriculum leading to continuous improvement in student achievement.

Differentiation occurs at each level of planning and becomes increasingly personalised

Provision of whole curriculum

Year and/or band plans

Unit plans

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

Provision of the whole curriculum plan

School decisions are mapped in the **provision of the whole curriculum plan** to respond to the diverse needs of the school community and the school improvement focus ensuring:

- effective implementation (teaching, assessing and reporting on) of all eight learning areas and/or subjects⁵ and the appropriate implementation approach
- effective resourcing (human and financial) including learning environments, facilities and technology.

Year and/or band plans

Differentiated teaching and learning is planned in the **year and/or band plans** for each learning area and/or subject in response to the diverse needs of all the students in the cohort and shows:

- effective coverage of the relevant achievement standards in response to assessment and reporting data
- the number and sequence of units suitable for coverage of the relevant achievement standard, ensuring that the cognitive demands of the units follow a developmental sequence
- whether there are to be multiple opportunities for particular aspects of the achievement standard to be assessed
- flexibility in the choice of resources that supports the delivery of the learning area and/or subject
- the range and balance of summative assessment including the types and conditions suitable for equitable access for all students.

Unit plans

Differentiated teaching and learning is detailed in **unit plans**, responds to the diverse needs of all students in the class and identifies:

- **assessment and reporting** data to determine starting points for teaching the unit and inform differentiated teaching
- the curriculum, pedagogy and assessment aligned to:
 - the targeted aspects of the relevant achievement standards being assessed
 - the content descriptions targeted for differentiation and explicit teaching, that lead to summative assessment
- formative and summative assessment tasks designed to be inclusive and consider the needs of all students
- adjustments to teaching and learning sequence to meet the needs of all students
- effective pedagogical practices.

Schools may record unit planning decisions in the *OneSchool Curriculum and Assessment* module. Strategies for differentiated teaching may be documented in *OneSchool Unit planning* and in the *Class Dashboard*.

¹ The bold statements (in blue) throughout this document are the requirements from the *P-12 curriculum, assessment and reporting framework*.

² A deep understanding of the organisational and structural curriculum elements supports school decisions about differentiation.

³ Inclusive Education: Aboriginal and Torres Strait Islander students, students from culturally and linguistically diverse backgrounds, students who identify as LGBTIQ, students living in out-of-home care, students from rural and remote communities, students with disability, students with mental health needs, gifted and talented students, and students with a variety of abilities (cognitive, affective, physical, social and aesthetic) contribute to student diversity.

⁴ Additional information about three levels of planning, quality summative assessment aligned to the Australian Curriculum achievement standards, and whole school moderation processes is available in the *P-12 curriculum, assessment and reporting framework*, the supporting document *Assessment and moderation in Prep to Year 10*, and the *Assessment and Moderation Hub*.

⁵ Australian Curriculum: Student Diversity advice provides information regarding using the Australian Curriculum to meet the learning needs of all students across all educational settings and contexts, without exception.

Revised February 2019 *Whole school approach to differentiated teaching and learning*



Page 1
**Queensland
Government**

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

In the context of each unit, differentiation for all students is provided through teaching which becomes increasingly personalised: **differentiated and explicit teaching, focused teaching and intensive teaching.**

Differentiated and explicit teaching and learning for all students provides adjustments that will not impact the integrity of the unit. These include:

- assessment and reporting data to determine:
 - starting points for teaching the unit
 - the groups and individuals who will require additional support
- key lessons in the teaching and learning sequence that focus on particular content descriptions (understanding and/or skills) and cognitive demands
- the literacy and language demands
- conditions of the summative assessment task including any [special provisions](#) for individual students
- effective pedagogical practices that respond to the specific learning needs of groups and individual students
- the [behaviours leading to learning](#) that enable specific students to participate
- opportunities to teach metacognition for students to support their own learning
- formative assessments that monitor student progress and provide feedback on student learning
- monitoring tools, such as the [P-10 Literacy continuum](#) and [Early Start](#) that track progress and inform the differentiation
- alternative resources that support specific pedagogies
- additional support, which may be ongoing
 - focused teaching for identified students
 - intensive teaching for a small number of identified students
- opportunities for collaboration with support staff.

Within the context of the units being delivered in each learning area and/or subject some students may require focused and/or intensive teaching for short periods of time; those students who are not yet meeting or are exceeding the year or band of years achievement standards may require this for a more prolonged period of time.

Focused and intensive teaching acknowledges that all students can learn successfully and achieve when given appropriate learning opportunities and the necessary support. Parents/carers are consulted if prolonged additional support is required.

Focused teaching for identified students

At the same time as **focused teaching** is being provided, students continue to access the **differentiated and explicit teaching** planned within the context of the unit being provided to the class.

Focused teaching for groups and individuals is planned in response to formative assessment. It includes teaching understandings and/or skills from particular content descriptions through effective pedagogical practices that address barriers to learning. This may include:

- varying the pace of teaching and learning, allowing more time for deeper investigation or fast tracking the learning
- activating prior knowledge by making explicit connections to new learning
- adjusting the literacy and language demands
- providing a variety of instructional methods
- scaffolding tasks.

Following planned **focused teaching** and analysis of formative assessment teachers identify students who:

- require ongoing focused teaching
- no longer require focused teaching as their learning needs are currently met by differentiated and explicit teaching
- require intensive teaching.

Focused teaching may be documented in OneSchool in either the [Class Dashboard](#) or in the [Student Plan](#) module under [Personalised Learning](#).

Intensive teaching for a small number of students

At the same time as **intensive teaching** is being provided, students continue to access the **differentiated and explicit teaching** planned within the context of the unit being provided to the class.

Intensive teaching for individual students is provided in response to the analysis of monitoring tasks and diagnostic tools and addresses specific understandings and/or skills from particular content descriptions. This may include:

- developing personal and specific learning goals
- scaffolding the literacy and/or language demands
- investigating and using alternative pedagogies and additional resources
- closer teacher involvement and collaboration with support staff
- close monitoring through observation and careful analysis of student responses to tasks
- use of assistive technology.

For some students, intensive teaching may be needed for a short period of time to master discrete understandings and skills for extension or enrichment.

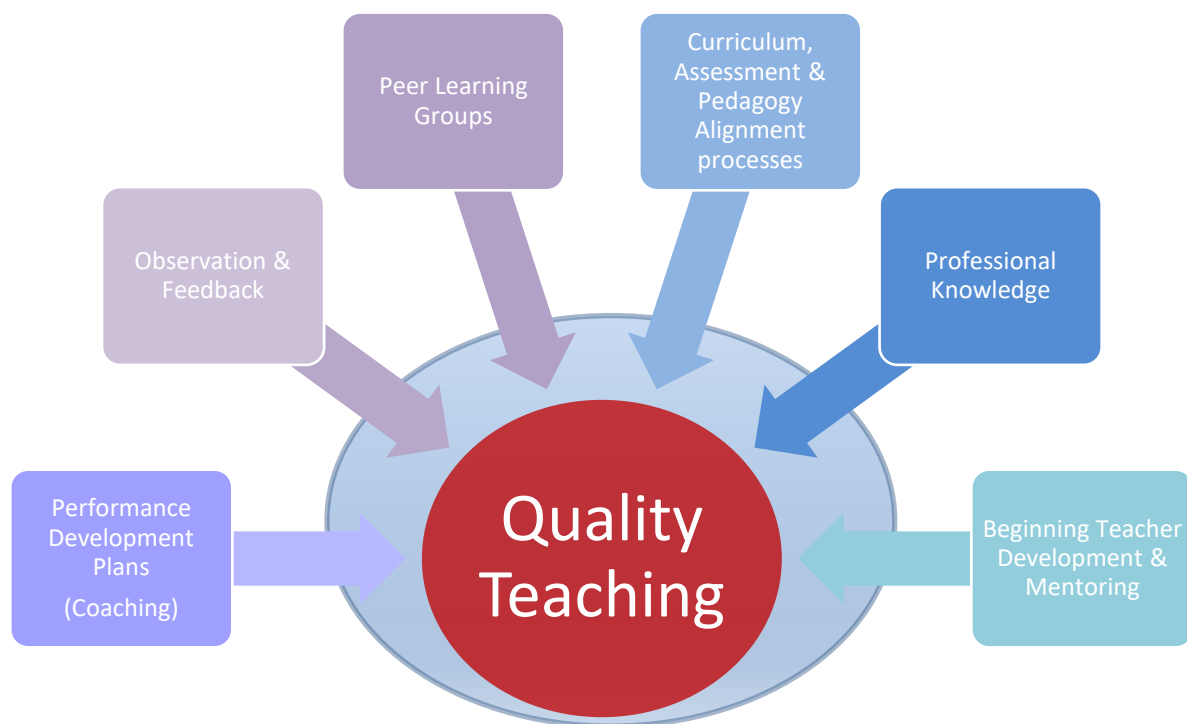
Intensive teaching may be documented in OneSchool in the [Student Plan](#) module under [Personalised Learning](#).

Following interrogation of student responses to the differentiated, focused and intensive teaching that has been provided, a small percentage of students may be identified as requiring a different year or band of years curriculum in some or all learning areas and/or subjects. These students are provided with an [Individual Curriculum Plan](#) in a reporting period. This will require identifying where students are in the developmental sequence of learning⁶.

⁶ Use the scope and sequence of each Australian Curriculum learning area to support this analysis. The Assessment and Moderation Hub includes a sequence of achievement for each learning area that will assist teachers to understand the developmental sequence of learning.

Craigslea's Professional Learning and Collaboration Framework

Collaborating for success



The **Professional Learning and Collaboration Framework** components focus on **Quality Teaching** that is:

- **Planned**
- **Evidence-based**
- **Explicit**
- **Reviewed and improved**

Framework Components

When using the framework teachers enact **Quality Teaching** through:

Components for Effective/ Balanced of Professional Learning					
Developing Performance	Observation & Feedback (Coaching)	Peer Learning Group Collaboration	Curriculum, Assessment & Pedagogy Alignment	Professional Knowledge	Beginning Teacher Development & Mentoring
<ul style="list-style-type: none"> • Individual Performance Development Plans developed with a 'coach' 	<ul style="list-style-type: none"> • Classroom observation and feedback with peers and managers 	<ul style="list-style-type: none"> • Action learning cycle • Sharing Practice 	<ul style="list-style-type: none"> • Collaborative planning for teaching – unit planning • Assessment Moderation 	<ul style="list-style-type: none"> • Build new knowledge - on-site and external workshops 	<ul style="list-style-type: none"> • New and beginning teachers - 'Sprint Program' • Mentoring

Collaborative Relationships

Role	Function	Relationships
Annual Performance Plan Coach	<p>The APP Coach facilitates the development, monitoring and review cycles of the APP process for selected staff.</p> <p>The APP Coach is not necessarily the same person as a staff member's line manager</p>	<p>Facilitates the development and action planning of another staff member in order that the person can think, plan and act strategically about their work role and perform at their best.</p> <p>Performance Coaching is not advice giving and does not involve the coach sharing their experience or opinions.</p>
Line Manager	<p>A line manager is responsible for leading a specific program area of the school and supervising staff who work in that program area including:</p> <ul style="list-style-type: none"> Strategic planning of the program area Day-to-day management of the program Performance management and feedback to staff of the area 	<p>Line managers:</p> <ul style="list-style-type: none"> Monitor day-to-day program implementation by all staff Monitor staff performance and provide feedback Lead and organise staff collaboration within the program
Pedagogy Coach	<p>Pedagogy Coaches, including the HoD - Pedagogy, provide formal feedback to teachers based on classroom observations</p>	<p>Pedagogy Coaches:</p> <ul style="list-style-type: none"> Meet with teachers to establish a focus for classroom observation and feedback Provide formal feedback to teachers Line managers may participate in this process
Coordinator <i>Formal and informal roles</i>	<p>A coordinator manages the implementation of a program e.g. Year Level Coordinators, year 8 English, Global Citizenship</p>	<p>Coordinators work collaboratively with staff working in the program area to deliver program outcomes.</p>
Peers	<p>A range of formal process exist for all teachers to work collaboratively to implement school priorities and develop professional capability including:</p> <ul style="list-style-type: none"> Peer Learning Groups – measuring the impact of teaching with peers Faculty curriculum planning Faculty assessment design & moderation Course pre-teaching meetings 	<p>All teachers:</p> <ul style="list-style-type: none"> Participate in one PLG/ year which is facilitated by a PLG coach and conducted during scheduled times. Research focus is aligned to the school's Pedagogical Framework with PLGs having agency to determine the focus Planning, pre-teaching meeting and moderation of the courses they teach

Collegial Engagement - Peer Learning Groups 2021

Version 1.0 2021

Background

Peer Learning Groups are a key part of professional learning culture and practice at Craigslea SHS. In company with other elements of a conceptual approach, the PLGs contribute to quality teaching.

Teachers at Craigslea have been engaged in action research in Peer Learning Groups for approximately eight years. These PLGs are formed by teachers coming together to investigate a selected focus question for research within the context of the school's pedagogical framework and strategic priorities.

A core principle upon which Craigslea's *Professional Learning Framework* is based is that effective professional learning is collaborative in nature. The framework also aligns with the guiding principles of the Developing Performance Framework which was developed by the Department of Education in partnership with employee unions and education associations.

A professional learning culture within a school requires a shared core belief that all staff are expected to engage in professional learning that is:

- aligned to, and consistent with, the school's pedagogical model.
- focussed on evidence-based teaching practices which are consistently adopted across the school.
- collaborative and inclusive of shared practice.
- focussed on improving teaching practice.
- supported by, and situated in, a range of settings and groupings.

Teacher Agency

Teachers' professional development goals vary depending on their school context and professional life phase. (Louws, Meirink, van Heen & van Driel, 2017). It is important for teachers to be able to direct their own learning, to have agency, in order to fully engage in professional learning. At Craigslea SHS, we encourage teachers to pursue their own learning goals identified in their Annual Performance Development Plan for professional learning and growth. PLG research focus areas are self-selected by participating teachers

New Syllabus Implementation

Changed work demands associated with the implementation of new QCAA syllabuses have shifted our work focus since early 2018 and will continue to do so until at least 2021. In response to this shift in work focus, Peer Learning Group processes have been adjusted to compliment the new work and provide a mechanism for teachers to collaborate in the implementation process.

When implementing curriculum, including new QCAA syllabuses, the alignment of curriculum, assessment and pedagogy is critical. Reviewing and evaluating the effectiveness of new assessments and pedagogies are vital aspects of the implementation process.



The Process

Prepare Phase Disciplined Dialogue	Sprint Phase Deliberate Practice	Review Phase Developmental reflection
<ul style="list-style-type: none"> Identify the narrow focus of interest within a broad field Construct a very specific guiding question for action research or lesson observations Explore research literature Design the research, including means of evaluating impact within a timeline. 	<ul style="list-style-type: none"> Systematically implement strategy re specific element of practice Engage with peers in PLG to build capacity/knowledge. Collect evidence (this can include class observations) Sustain motivation Make adjustments necessary. 	<ul style="list-style-type: none"> Analyse data/evidence Evaluate impact of strategy on practice/ student learning Evaluate knowledge gained and means of transferal to future practice Reflect collaboratively in writing Share findings with colleagues Identify next step (so what?).

(adapted from Simon Breakspear's presentation, 2019)

Prepare Phase

Step 1: Your Choice

- Select your 'narrow area of focus'. This can be done through informal conversation with peers or individually.
- Working with peers from outside of your faculty can often provide wider scope and context.
- Groups of three are preferable

Areas of focus can include:

- Impact of a specific teaching strategy either through implementation by each group member with appropriate evidence collected **OR** through peer lessons observations and feedback
- Effectiveness of a specific assessment instrument
- Implementation of a specific ICT/ eLearning strategy

Step 2: Proposal Form

Complete the PLG proposal Form and return it to the facilitator (Patsy) by the due date.

Step 3: Getting started

- Meet with the Facilitator (face-to-face or via electronic communication) – the timing of the meeting is by group consensus. Meetings can be held during scheduled class time and teachers covered of the time of the meeting. Meetings will generally take approximately 20 minutes
- Construct the guiding question and design the research
- Establish consensus regarding future meetings and protocols
- Remember; this is called a 'sprint' so a relatively short timeframe is used, generally around 5 weeks

Deliberate Practice Phase

Step 4: Implement

- Group members either implement the strategy and collect evidence or conduct class observations
- The facilitator will maintain contact with group members during the sprint either in person or via email
- Lesson observations – lessons can be covered to facilitate peer observations on request
- Groups may choose to meet at other unscheduled times

Review Phase

Step 5: Review

Collection of evidence, evaluation and documentation be undertaken by the facilitator (Patsy) of the PLGs in the following way:

- PLGs debrief with facilitator after research about the pre-stated guiding statements or questions - approximately 30 minutes. A time and venue will be pre-arranged with potential for class coverage if necessary
- The facilitator completes the written evaluation from the focus group discussion, given drafts are provided to the groups for feedback.

Time to meet with peers

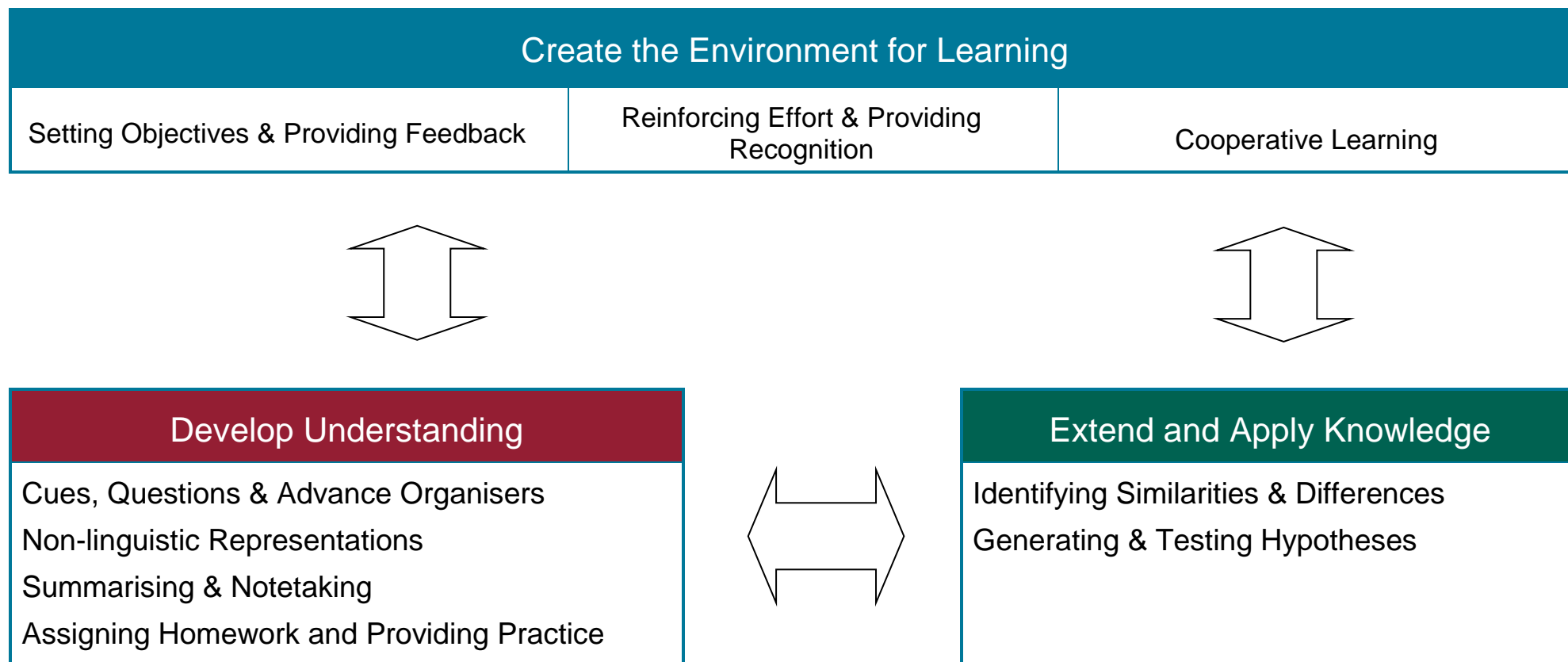
A number of staff meetings will be scheduled for all staff to meet with their peer learning groups where requested and/or necessary. Faculty meetings can be scheduled for meetings as necessary. Examples of meeting goals include (a) initial design of research or (b) group analysis of data or (c) documentation of research findings.

A Record of the Work

Formal documentation of collaborative learning and engagement in research with peers has been in place from 2015. In addition, ongoing documented evaluation of the school's approach has been undertaken since 2015. Detailed evidence of the benefits of collegial engagement to teacher learning is available in the form of school-based publications held in the library. Volumes One to Four provide examples of focus questions guiding the research as well as reflective evaluations on the impact of the research on student or teacher learning. Volume Five contains previously published papers, conference presentations or formal reports to the DET on research undertaken at the school. Thus not only have the benefits of collegial engagement been celebrated within the school, but also externally. Volume Six, documenting 2019 research, is in the final stages of publication. DET's Evidence Hub provides further formal documentation of the way PLGs have supported collegial engagement in the school.

Louws, M., van Veen, K. Meirink, J., van Driel, J. (2017). Teachers' professional learning goals in relation to teaching experience. *European Journal of Teacher Education*. 40 (4). 487-504.

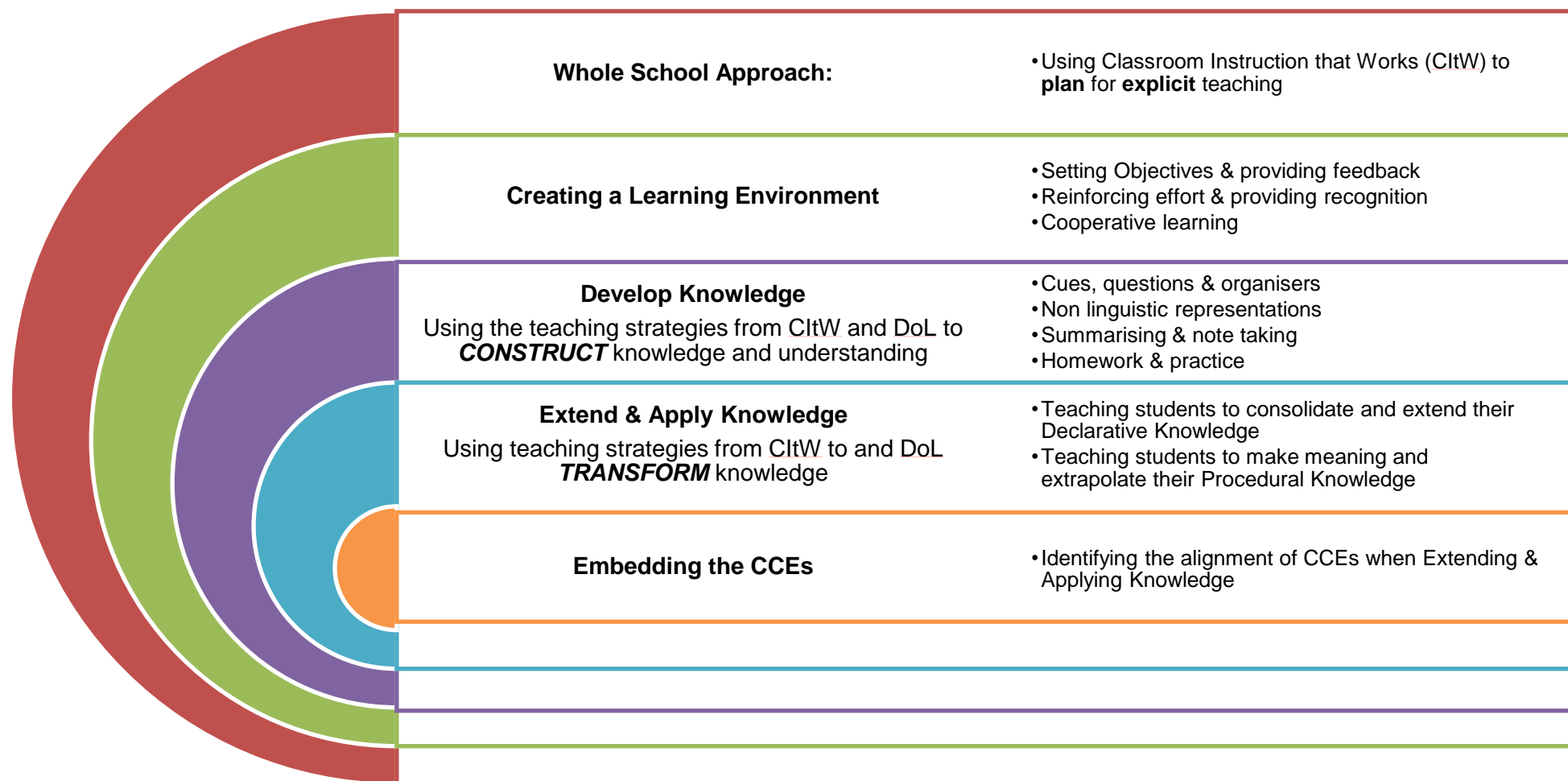
Teaching and Learning Framework - CITW 2nd Edition



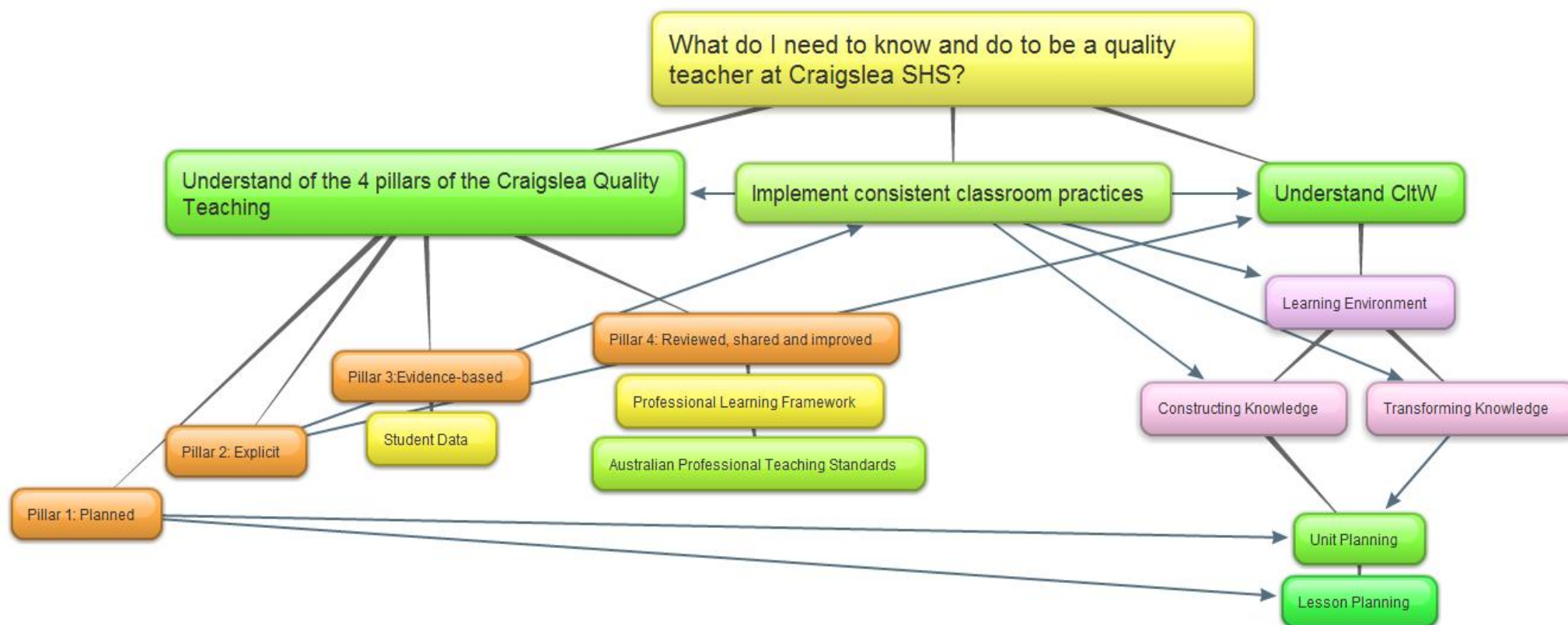
Unpacking Craigslea's School-Wide Pedagogical Framework

Setting Objectives & Providing Feedback	Provides students with a direction for learning and with information about how well they are performing relative to a particular learning objective so they can improve their performance.
Reinforcing Effort & Providing Recognition	Enhance students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning. Provide students with abstract tokens or recognition or praise for their accomplishments related to the attainment of a goal.
Cooperative Learning	Provide students with opportunities to interact with one another in ways that enhance their learning.
Cues, Questions, and Advance Organisers	Enhance students' ability to retrieve, use and organise what they already know about a topic.
Non-linguistic Representations	Enhance students' ability to represent and elaborate on knowledge using mental images
Summarising and Note Taking	Enhance students' ability to synthesise information and organise it in a way that captures the main ideas and supporting details.
Assigning Homework and Providing Practice	Extend the learning opportunities for students to practice, review and apply knowledge. Enhance students' ability to reach the expected level of proficiency for a skill or process.
Identifying Similarities and Differences	Enhance students' understanding of and ability to use knowledge by engaging them in mental processes that involve identifying ways in which items are alike and different.
Generating and Testing Hypotheses	Enhance students' understanding of and ability to use knowledge by engaging them in mental processes that involve making and testing hypotheses.

Putting it all together....



Teaching in the Craigslea SHS context:



Name: _____

2021 Professional Practice Indicators

Professional practice indicators identify those actions which are expected to be applied by all teachers and evident in all classrooms. The indicators also provide a tool for personal reflection and to help facilitate conversations with line-managers when developing Annual Individual Development Plans.

Professional Practice Indicators are aligned to the Australian Professional Standards for Teachers

Craigslea's Pillars of Quality Teaching	Teacher Professional Practice	✓ Yes I have evidence of this	X No I DO NOT have evidence	Evidence/ Action
Planned	<ul style="list-style-type: none"> I work collaboratively to develop teaching units using the school's unit planning framework I plan explicit teaching strategies aligned to the school's Pedagogical Framework I incorporate ICTs in all units I work collaboratively to plan, implement and moderate assessment 			
Explicit	<ul style="list-style-type: none"> I ensure that all 'essential classroom actions' are evident in my classroom (Teacher Handbook) I plan for and use cooperative learning in my classroom I plan and use explicit teaching strategies for students to 'Extend and Apply Knowledge' I use explicit literacy strategies from the school's pedagogical framework 			
Evidence-based	<ul style="list-style-type: none"> I use Evidence of student performance to plan differentiated teaching strategies I have identified and moved some students to a higher achievement level than their previous semester achievement I use a range of diagnostic and formative assessment instruments I use 'class dashboard data' and 'placemats' to differentiate teaching and learning I help each student set academic goals 			

Craig'slea's Pillars of Quality Teaching	Teacher Professional Practice	✓ Yes I have evidence of this	X No I DO NOT have evidence	Evidence/ Action
	<ul style="list-style-type: none"> I provide feedback to each student on their 'rung position' and/ or assessment profile I understand how each senior student is tracking towards their QCE I use explicit strategies to reinforce effort for students and teach students about the relationship between effort and achievement – a 'growth mindset' I mark class rolls accurately, on time and follow-up student absences I commence my classes punctually I monitor and encourage students to wear full school uniform I record student behaviour incidents and contact parents 			
Reviewed and Improved	<ul style="list-style-type: none"> I have an evidence-based personal development plan (i.e. based on self-reflection and student achievement) and review it each term with my line manager I can show evidence of improvement in my teaching using student work samples I work collaboratively with colleagues in a Peer Learning Group 			

Implementing Craigslea's Pedagogical Framework

Consistent classroom practices at Craigslea help build an environment of high expectation for students and professional understanding between staff. The school's pedagogical framework identifies the key school strategies and classroom practices which underpin quality teaching at Craigslea.

Teacher resources to guide practice include:

1. The School's Pedagogical Framework
2. Classroom Instruction that Works - available from the library
3. A Handbook for Classroom Instruction that Works - all teachers have a copy of this handbook
4. Craigslea High School Planning Guide - key questions aligned to CltW to help plan units and lessons
5. Craigslea Unit Plan template
6. Craigslea lesson model - a lesson outline identifying key lesson elements which can be used for observation and feedback.
7. Essential Classroom Actions - essential classroom strategies aligned to CltW
8. Professional Practice Checklist - key actions aligned to the Australian Professional Standards for Teachers
9. School Collaborative Professional Learning Framework

Professional Practice Checklist

This checklist identifies key actions for all teachers and provides a prompt for advice from a line manager. Details relating these actions, including student expectations, can be found in Craigslea's Pedagogical Framework – Classroom Expectations.

Professional Practice Checklist				
Craigslea's Principles of Quality Teaching	Australian Professional Standards for Teachers	Practice	✓ Check	
			Semester	
			1	2
Planned	Standards 2.1 - 2.6	<ul style="list-style-type: none"> A school unit plan used for each unit of work Work collaboratively with colleagues to develop unit plans 		
Explicit	Standards 4.1 - 4.5, 3.2, 3.3, 3.4, 3.5, 3.7	<ul style="list-style-type: none"> A productive learning environment is established including classroom routines which are explicit and clearly communicated A consistent lesson structure is used with strategies selected and aligned to the unit and knowledge of student needs Regular feedback is provided to students and communicated to parents 		
Evidence-based	Standards 1.1 - 1.6, 3.1	<ul style="list-style-type: none"> Student performance data used to target teaching strategies - class data profile and 'placemat' strategies identified each semester Learning goals are established with students including 'personal bests' Diagnostic, formative and summative assessment is used 		
Reviewed and Improved	Standards 3.6, 6.1 - 6.4, 7.1 - 7.4	<ul style="list-style-type: none"> Developing Performance Framework plan completed with line manager Participate in a peer learning group at least once/ year 		

Essential Classroom Actions

The classroom actions below represent essential teacher practices for every classroom at Craigslea. These actions do not represent the full range of teaching strategies; however, they identify those practices which should be explicit in every classroom. In particular teachers should note:

- The integration of ICTs is an essential element of the 21st century classroom. Whilst not necessarily an aspect of every lesson it is expected that ICT will be used to support teaching strategies.
- Page references refer to *A Handbook for Classroom Instruction that Works*
- Resources and templates for all actions identified below can be found on *CSHS Sharepoint* at:

<https://qedu.sharepoint.com/sites/2023/Staff/Pedagogy/....>

These classroom actions have been developed by Craigslea staff. It is expected that the 'essential actions' will be reviewed, refined and amended regularly.

Creating the Environment for Learning		
Strategies	Classroom Actions (Explicit and Consistent)	Suggested ICT Strategies
Setting Objectives and Providing Feedback	<ul style="list-style-type: none"> • Post and discuss the learning objectives in simple language and in terms of student knowledge and understanding rather than learning activities • Reference and make connections between the learning objective and the activity during the lesson • Have students personalise their learning goals • Provide exemplars and work samples for students well before an assessment, including an 'A' sample and unacceptable quality work • Check for student understanding by providing feedback that addresses what is correct and elaborates on what students need to do next • Provide students with feedback as soon after the event as possible and throughout a unit of instruction - not just at the end of a unit 	<ul style="list-style-type: none"> • Engage in on-line resources and social media for Ss to reflect upon their own learning and to give and receive feedback from peers (survey tools, blogs, wikis) • Ss post their writing to a blog and solicit feedback • Create a rubric and ask peers to give feedback on their writing with an online form • Blogs and tools such as VoiceThread • Reciprocal Revision lesson plan www.ReadWriteThink.org • National School Reform Faculty Website for protocols that structure feedback (www.nsrffharmony.org)
Reinforcing Effort and Providing Recognition	<p>Establish high expectations for learning:</p> <ul style="list-style-type: none"> • Establish class rules/routines using school behaviour matrix and display in room • Provide direct instruction about the role of effort so students can apply the principles of effort to their work • Identify with students their individual learning goals / targets for a learning period e.g. unit of work • Provide written feedback on summative assessment which allows students to track their effort • Expect all students to use a subject specific workbook • Identify a consistent expectation for the use of student workbooks • Provide written feedback in student workbooks regarding organisation or work at least once a term • Explicitly use the student planner 	<ul style="list-style-type: none"> • Blogs and Web 2.0 tools provide opportunities to receive recognition from peers beyond the classroom • Skype - to connect to other students, teachers, and professionals.

Creating the Environment for Learning (Continued)

Strategies	Classroom Actions (Explicit and Consistent)	Suggested ICT Strategies
Cooperative Learning	<ul style="list-style-type: none"> • Use cooperative learning consistently and systematically • Teach students the skills necessary for group interactions. (e.g. listen, negotiate, lead) • Use a variety of criteria to group students • Plan cooperative learning projects and activities that require a group effort to be successful 	<ul style="list-style-type: none"> • Use a variety of media to produce non-linguistic representations (e.g. drawings, audio, video, presentations) that demonstrate their learning and help them understand new concepts • Blogs (allows Ss to share their thinking with a broader audience) • Wikis (serve as working documents & final showcases for cooperative learning projects) • Social Bookmarking (helps Ss share & access resources as they work through a task together)

Helping Students Develop Understanding

Teacher Strategies	Classroom Actions	ICT
Cues, Questions and Advanced Organisers	<ul style="list-style-type: none"> • Use explicit cues - revise what students have already learned and help build a framework for new learning • Use vocabulary lists • Ask inferential questions to help students draw on what they already know • Ask analytical questions • Use advance organisers (expository, narrative, skimming, graphics) to help students learn new information (p113) 	<ul style="list-style-type: none"> • Creating graphic organisers with brainstorming software, accessing videos online, listening to audio clips and playing interactive games. • BrainPOP movies • YouTube
Non-linguistic Representations	<ul style="list-style-type: none"> • Use graphic organisers • Use physical models/ pictures/ illustrations/ kinaesthetic activities 	<ul style="list-style-type: none"> • Visual and audio media
Summarising and Note Taking	<ul style="list-style-type: none"> • Teach students the rule-based summarising strategy (p158) • Use summary frames (narrative, topic-restriction-illustration, definition, argumentation, problem/solution, conversation) pp 160-172 • Use reciprocal teaching pp173-174 • Teach students a variety of note-taking formats (like Cornell, webbing or combination notes) p186 	<ul style="list-style-type: none"> • Use Diigo, Twitter and Evernote to capture key ideas being learnt
Assigning Homework and Providing Practice	<p>Learning at CSHS does not end at the end of the day. It is expected that students will use time at home to review classwork, complete allocated activities, complete assignments and prepare for future learning. Homework should not involve new learning but should reinforce and build on classroom learning.</p> <ul style="list-style-type: none"> • Assign regular purposeful home study tasks aligned to lesson/ unit objectives. Tasks should focus on practicing (repeating) a specific skill or reviewing small amounts of information to increase recall, speed and accuracy • Monitor completion of home study tasks and provide timely feedback • Use the Student Planner to record all home study and assessment tasks. <p>N.B. Each faculty has homework guidelines. These should be identified to students and communicated with parents.</p>	

Helping Students Extend and Apply Knowledge		
Teacher Strategies	Classroom Actions	ICT
Identifying Similarities and Differences	<ul style="list-style-type: none"> • Use explicit models (including graphic organisers) to: <ul style="list-style-type: none"> – Compare – Classify – Create metaphors • Create analogies 	<ul style="list-style-type: none"> • Use of on-line resources for graphic organisers to use as examples when demonstrating how various things are similar or different.
Generating and Testing Hypotheses	<ul style="list-style-type: none"> • Use the four steps when teaching inductive and deductive (inferential) reasoning (ref pp. 274-277) • Explicitly teach the steps of: <ul style="list-style-type: none"> – systems analysis (ref p281) – problem solving (ref p283) – experimental enquiry (ref p285) – investigation (ref p287) • Provide an explicit model and criteria for students to write their hypotheses/ justify their reasoning/ conclusions (Ref p289 for strategies) • Provide feedback on all written tasks (formative and summative) including spelling, grammar and punctuation. 	<ul style="list-style-type: none"> • Using web sources to find and vet relevant information from a wide variety of viewpoints • Data management • Online graphic organisers and other templates

Pedagogical Framework

Rationale

The purpose of this framework is to align curriculum, assessment and pedagogy using:

1. The school's vision for 'Quality Teaching' which is underpinned by four principles:

Quality Teaching is:

- Planned
- Explicit
- Evidence-based and
- Reviewed and Improved.

2. School strategies which enact *Classroom Instruction that Works* as the school's planning and instructional framework.
3. Department of Education priorities
4. A set of reasonable classroom expectations for teachers and students to maximize opportunities for learning at Craigslea State High School.

The following information outlines some of the research and evidence which informs the school's pedagogical framework including those practices which are expected to be evident in classrooms.

Creating the Learning Environment	
Research	Evidence
<p>Expectations for the classroom environment need to be:</p> <ul style="list-style-type: none"> • systematically structured; • clearly communicated; and • reinforced as daily routines. <p>These environmental expectations should be designed to achieve positive learning outcomes within a safe and respectful atmosphere.</p>	<p>For students, it is expected that they:</p> <ul style="list-style-type: none"> • wait quietly outside the classroom prior to entry • do not enter the classroom until the teacher is present • follow an explicit routine at the beginning and end of each class where on entry students sit and arrange class materials on their desk and prior to exit seats will be replaced under desks and rubbish picked up from the floor. <p>For teachers, it is expected that they:</p> <ul style="list-style-type: none"> • will determine the seating plan, dependent on the subject /class; • will determine the start and finish of each lesson and will formally greet and dismiss the class; and • will mark the roll each lesson
<p>Teachers can greatly assist by engaging students in their interests and in supporting their learning journey through use of appropriate planning and overview documents.</p>	<p>Teachers and students should be on time for class and should address each other in a respectful manner (e.g., students will address staff formally as 'Mr/Miss/Ms' and teachers will address students by their preferred first name). Students and teachers will politely address each other, incorporating 'please' and 'thank you' when required. Students will raise their hand to ask a question of the teacher, and sit quietly while awaiting a response.</p>

Creating the Learning Environment	
Research	Evidence
<p>Student motivation is also strongly influenced by the linguistic and emotional ‘tone’ of the classroom, which needs to be relatively structured and respectful with few distractions from the important business of learning.</p>	<p>Teachers will model appropriate language in tone and structure at all times, and students need to be aware that profanities are not condoned. Both teachers and students will dress in a manner which displays respect for themselves, the school and their position. Electronic equipment and mobile phones are out of sight and switched off (unless directed otherwise by the teacher). Students are not to leave the classroom without teacher permission and without receiving a formal pass-out.</p>
<p>The learning of each student is strongly influenced by their cognitive abilities.</p>	<p>Teachers often have prior knowledge of the learning performance of their students. Sometimes this is based on having taught the student either in an earlier class or perhaps in another subject. All teachers must access general achievement information on students from school-based <i>class education profiles</i> and One School ‘dashboard’ data.</p> <p>There are often differences in the learning environment between classes where teachers believe that achievement (and intelligence) is difficult to change because it is fixed and innate compared to teachers who believe achievement (and intelligence) is changeable. Teacher expectations for student achievement based on incomplete or inadequate data can establish a ‘set’ which limits student learning and achievement possibilities.</p>
<p>Clear and challenging goals for student learning arise from effective planning. They need to be established and communicated by the teacher for the sequence of instruction.</p> <p>Teachers can inspire students towards attaining unexpected goals by establishing ‘personal bests’ for as many students as possible.</p>	<p>The level of achievement attained from learning is strongly influenced by student understanding of and engagement with the goals established for the learning. Decisions about scope, sequence and organisation of content are crucially related to how effectively a student is able to relate to their own individual ‘schemata’ based on prior learning. Teachers also have to make <i>ad hoc</i> decisions to vary the scope, sequence or organisation of learning for individual students, groups or classes, as required based on classroom experience and student attainment of goals. A good method to assist students in setting task-specific and situation-specific goals is to use the notion of ‘personal bests’ – which have high positive relationships with educational aspirations, enjoyment of school, participation in class and persistence on the task. There is strong evidence that challenging, achievable goals can influence achievement, provided the individual student is involved in setting them.</p>
<p>Supportive diagnostic feedback is provided by the teacher for successive student learning efforts. This diagnostic feedback is crucial for mastery of student learning, within the context of a collaborative and flexible classroom environment.</p>	<p>Hattie cited much evidence that all children can learn when they focus on mastering tasks in a collaborative environment. Appropriate learning conditions in the classroom include high levels of cooperation between classmates, focused teacher feedback that is both frequent, diagnostic and with variable time allowed to reach levels of attainment.</p>
<p>It is crucial that the teacher provides timely and personalised feedback on student learning achievements from a sequence of instruction.</p>	<p>Hattie’s overview of the <i>Visible Learning</i> meta-analyses establishes beyond question that the most potent factor influencing the quality of student achievement from learning is the quality of the feedback provided to students on their approximations of mastery of learning content. For feedback, verbal is better than written, earlier is better than later. All students need to be able to clearly articulate answers to the following three questions:</p> <ul style="list-style-type: none"> • <i>Where am I going?</i> (or How does this learning relate to the goals?) • <i>How am I going?</i> (or How does my current level of performance relate to this goal?) • <i>Where to next?</i> (or How does this learning relate to the overall sequence of learning?).

The Learning Plan: Sequencing learning that moves from Knowing to Doing

Research	Evidence
The motivation of students towards learning has a crucial impact on the outcomes. Students need to develop and sustain positive attitudinal dispositions towards learning.	Psychological and educational research has long established the potent impact of student motivation on the quality of their learning and of their achievements. Students will sustain their alertness and effort if they are involved in activities which interest, engage and challenge them. Students need to be prepared for class by ensuring they have the materials and equipment required for learning activities. Teachers need to be prepared for these activities by appropriate planning and booking of specialist facilities. They will ensure that students receive a Semester Overview for each subject (incorporating assessment items and due dates) each semester.
Quality teacher instruction should arise from planning at various levels, and from openness to feedback.	Teachers should have planned units of work aligned to the school's pedagogical framework and personal short-term plans to enact units of work. Explicit teaching strategies (i.e. from the nine CltW strategies) should be identified in planning i.e. for 'developing knowledge' and 'extending and applying knowledge'.
Teaching methods of direct instruction are used to develop successive approximations of final student learning outcomes.	Breaking complex learning into 'bite-sized chunks' is a difficult but crucial task for teachers. Most students need highly structured and explicit instruction to provide an appropriate scaffold for this sequence of learning. They also need to develop useful habits to keep track of their learning. At the start of each lesson teachers should explicitly and verbally state the learning objectives for the lesson and write it on the board. Students should annotate their notes with date, topic and heading (as instructed by the teacher), to make it easier to back-track on the sequence as required.
Homework can provide beneficial opportunities to practice components of learning and to revise the sequence of learning.	All students need opportunities to practice components of their learning. It is in this context that the school's homework policy is set. Meaningful homework will be set by the class teacher and students will write this homework in their Homework Diary. Teachers will monitor student homework and provide appropriate feedback.

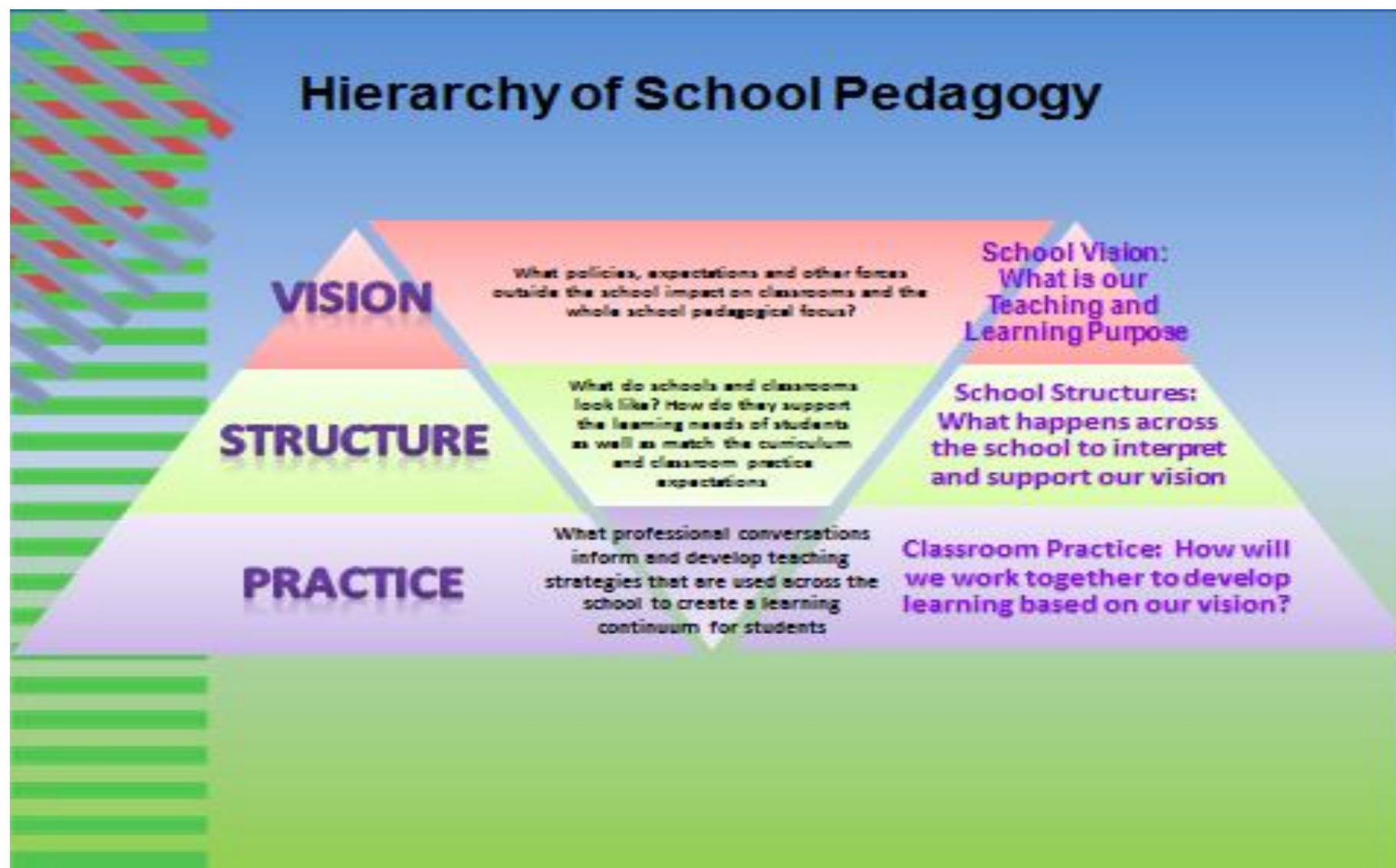
Pedagogy through Explicit and Evidence-Based Classroom Practice

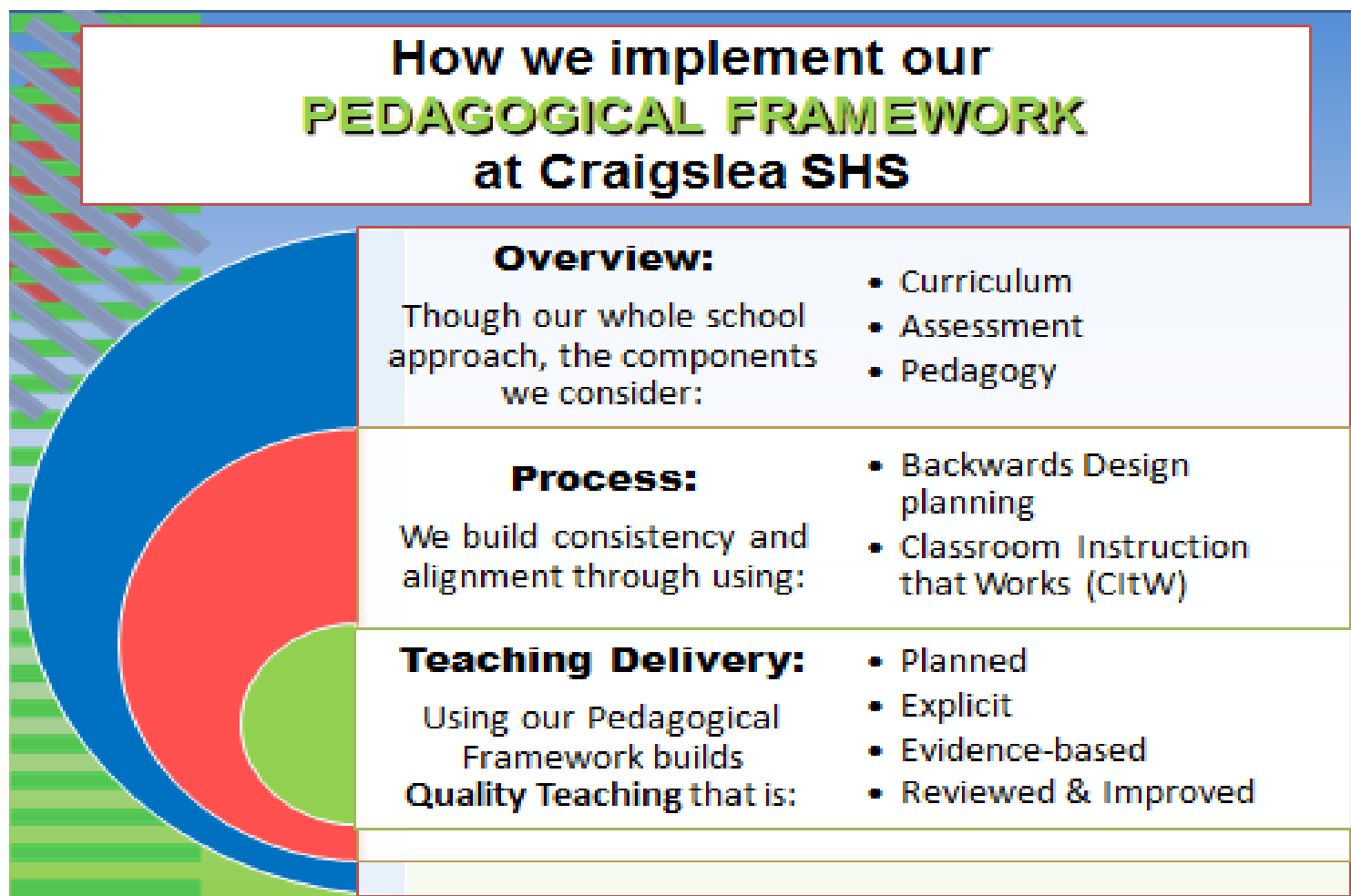
Research	Evidence
<p>It is vital that classroom expectations are based on the best available educational research.</p> <p>Both teachers and students sometimes base their assumptions about teaching, learning and achievement on erroneous factors.</p> <p>Over time, routines and habits develop in both teachers and students which can be counter-productive to the quality of learning.</p>	<p>John Hattie has clearly established from his extensive review of the quantitative evidence that only some classroom behaviours are directly and positively related to student achievement in learning. He has also demonstrated that many classroom behaviours which professional educators think are important correlates of student learning are not in fact so influential, and sometimes may even have negative impacts. For example, he cites research indicating that teachers base their expectations for the likely quality of student learning achievement on four erroneous factors:</p> <ul style="list-style-type: none"> • student personal attractiveness; • prior conduct of child; • cumulative information about the child; and • social class of the child's family. <p>Research has shown students know that they are being treated differently and teachers have higher expectations of some, more than others. Moreover, students develop over time a set of expectations related to 'effective teaching' and to their own learning and achievement that can be difficult to overcome by the time they enter secondary schooling.</p>
<p>For learning to become effective classroom expectations need to be established, sustained and enhanced by both teachers and students.</p>	<p>Learning is a complex process whereby a variety of factors interact in dynamic ways within an interpersonal context. For this cyclical process to result in positive learning achievements, clear expectations for classroom behaviour by both teachers and students need to be established, sustained and enhanced. These expectations are identified in several dimensions of Hattie's meta-analysis as having the most powerful impact on student learning achievement:</p> <ul style="list-style-type: none"> • A classroom environment that is structured for positive learning outcomes; • Positive attitudinal dispositions by students towards learning; • Demonstrated evidence of the prior cognitive abilities of each of the students; • Clear and challenging goals established by the teacher for the sequence of instruction; • Quality teacher instruction arising from planning at various levels; • Teaching methods of direct instruction used to develop successive approximations of final student learning outcomes; • Supportive diagnostic feedback provided by the teacher for these successive student efforts; and • Timely feedback by the teacher on student learning achievements from a sequence of instruction.

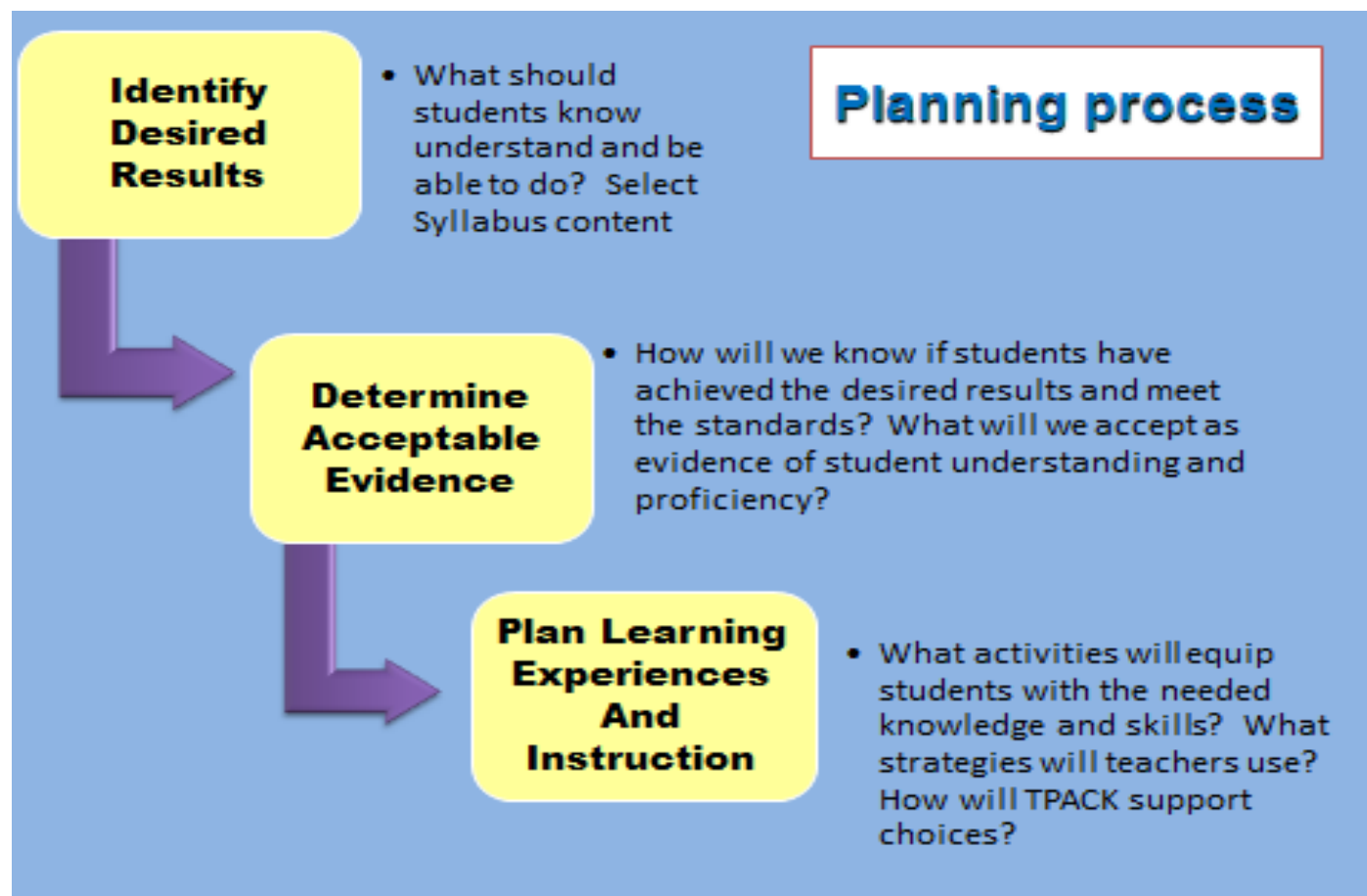
Pedagogical Framework Alignment to School Vision			
Craig'slea's Principles of Quality Teaching	Craig'slea Strategies	Alignment to EQ Principles	Classroom Expectations <i>The framework in practice</i>
Planned	Using: <ul style="list-style-type: none"> <i>Classroom Instruction that Works</i> to underpin the school's planning framework A consistent unit planning framework aligned to the school's pedagogical framework used across the school Collaborative teacher planning and review of teaching programs 	Alignment of curriculum, pedagogy and assessment: <ul style="list-style-type: none"> pedagogy aligned with curriculum intent and demands of the learning area/subject, general capabilities and cross-curriculum priorities assessment, with explicit criteria and standards, planned up front and aligned with teaching lesson design and delivery, including monitoring and data collection practices, consistent across the school and learning area moderation practices to support consistency of teacher judgement about assessment data 	Teachers should: <ul style="list-style-type: none"> address students and other teachers in a respectful manner model appropriate language in tone and structure at all times be on time for class and mark the roll during identify established classroom expectations and routines with students and use strategies to make these explicit for students demonstrate a positive attitudinal disposition towards the role of teacher and its importance for student learning, especially through making explicit to student's high expectations of their learning attempt to involve students in activities which interest, engage and challenge them plan units of work aligned to the school's pedagogical framework and personal short-term plans to enact units of work plan explicit teaching strategies (i.e. from the nine CltW strategies) for learning activities i.e. for 'developing knowledge' and 'extending and applying knowledge' use to <i>Class Education Profile</i> (CEP) information, supplemented by the 'Data Dashboard' and in-class diagnostic and formative assessment to understand students' prior learning plan and apply key strategies to differentiate learning, especially 'place mat' strategies identify and articulate for students challenging and appropriate goals across the sequence of learning activities identify individual student and/or group 'personal best' goals for learning activities verbally state the learning objective and write it on the board at the start of each lesson;
Explicit	Implementing: <ul style="list-style-type: none"> <i>Classroom Instruction that Works</i> to identify nine key instructional strategies Explicit teaching strategies, appropriate to the teaching segment Classroom expectations and routines that are consistent across the school and are evidence-based A consistent lesson structure across the school providing a common language of learning and mechanism for providing feedback to teachers 	High expectations: <ul style="list-style-type: none"> comprehensive and challenging learning goals for each student based on agreed data sets deep learning through higher order thinking and authentic contexts Targeted and scaffolded instruction: <ul style="list-style-type: none"> comprehensive range of agreed contemporary teaching strategies that support curriculum intent, engage students and exploit available technology differentiated and scaffolded teaching based on identified needs of students Safe, supportive, connected and inclusive learning environments: <ul style="list-style-type: none"> consistent, whole-school approaches to classroom and behaviour management, recognition of difference, student well-being and development of student autonomy innovative, responsible and ethical use of digital technologies. 	

Pedagogical Framework Alignment to School Vision (Continued)

Craig'slea's Principles of Quality Teaching	Craig'slea Strategies	Alignment to EQ Principles	Classroom Expectations <i>The framework in practice</i>
Evidence-based	Using: <ul style="list-style-type: none"> Student achievement data to inform school, faculty and classroom strategies Classroom strategies planned to cater for the learning needs of students Diagnostic and formative assessment at the school, faculty and classroom level to target teaching strategies Summative assessment aligned to curriculum intent and is used to review teaching practice 	Student-centred planning: <ul style="list-style-type: none"> decisions based on knowledge of the students and their prior learning and attributes range of agreed data used to tailor learning pathways and target resources frequent monitoring and diagnostic assessment to inform differentiation Evidence-based decision making: <ul style="list-style-type: none"> teaching and learning informed by student performance data and validated research quality evidence of the sustained impact of the agreed teaching methods is used to inform teaching and learning agreed feedback practices for staff, parents and students 	Teachers should: (Continued) <ul style="list-style-type: none"> provide formal and informal feedback to students including reinforcing effort and providing recognition ensure that students have a Semester Overview for each subject (incorporating assessment items and due dates) set meaningful homework and monitor its completion adhere to the school's assessment policy Students will: <ul style="list-style-type: none"> dress in a manner which displays respect for themselves and the school address each other and teachers in a respectful manner raise their hand to ask a question of the teacher, and sit quietly while awaiting a response ensure electronic equipment and mobile phones are out of sight and switched off attempt to achieve challenging learning goals by attaining successive 'personal best' achievement levels; record the learning objective of each lesson adhere to the school's assessment policy be on time for class; show positive attitudinal dispositions towards learning be prepared for class by ensuring they have the materials and equipment required for learning activities not leave the classroom without receiving teacher permission
Reviewed and Improved	Using: <ul style="list-style-type: none"> The school's Collaborative Professional Learning Framework to implement five components: <ol style="list-style-type: none"> Line manager coaching Peer learning groups Mentoring New knowledge Planning All staff develop an IDP and review their practice through line manager coaching and feedback. All staff work collaboratively with peers to planning teaching programs and seek feedback on classroom practice 	High expectations: <ul style="list-style-type: none"> agreed procedures for ongoing induction, coaching, mentoring and support in teaching and learning for all staff 	



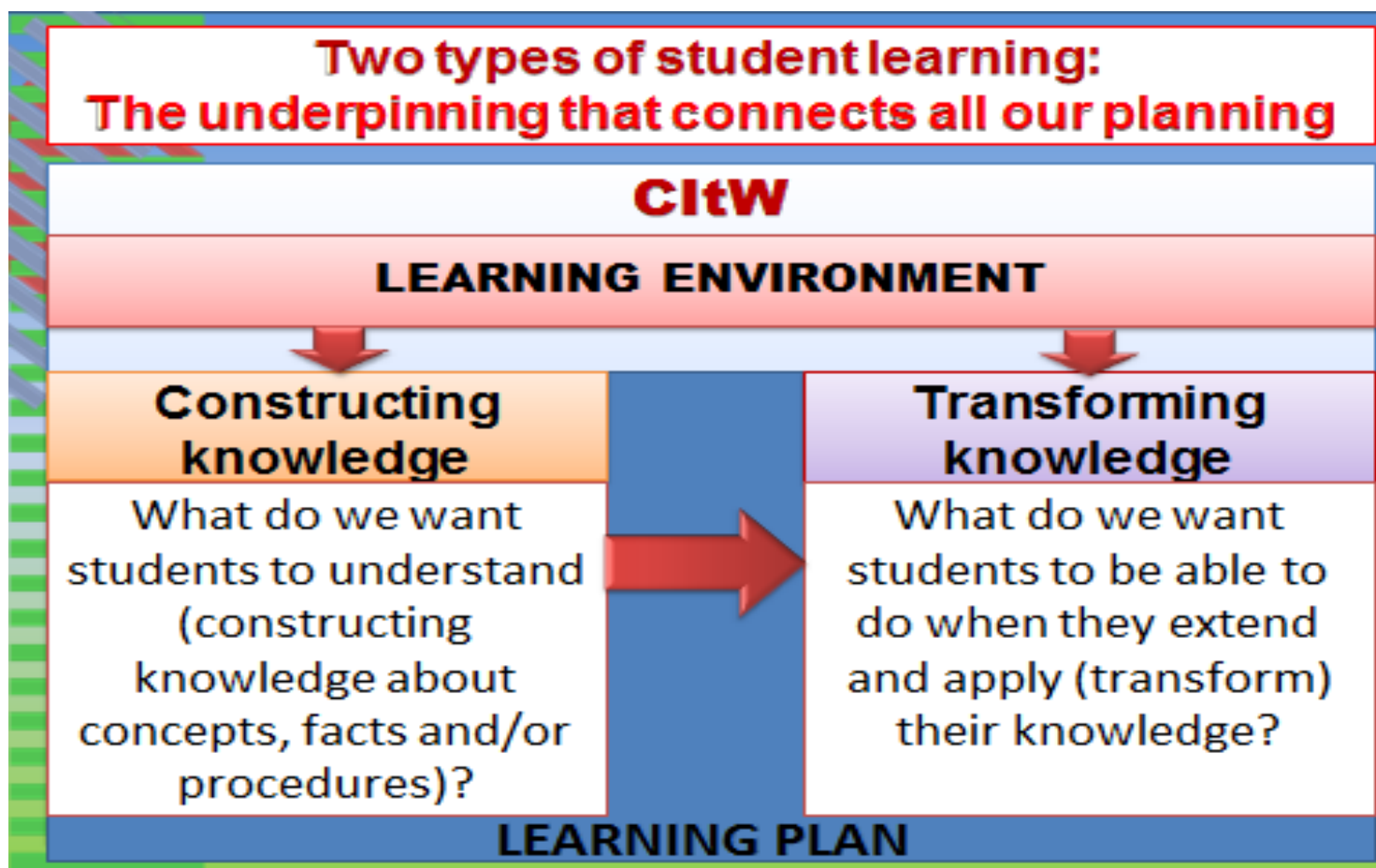




Using a **PEDAGOGICAL FRAMEWORK**

Frameworks can operate at all levels in planning:

- **Overview:** Some operate as an overview, focusing on ensuring the whole process of planning incorporates important principles;
- **Process:** Some operate at the unit planning level to ensure planning for teaching is sequenced – CltW begins here;
- **Teaching Delivery:** Some operate at the Learning Experience and student activity level in order to ensure the appropriate selection of teaching strategies.



How source, structure and student learning fit together....	
CitW	Focus Questions Using the underpinning thread
The Learning Environment: Learning Objectives	How do we select the curriculum? What are the things to look for? Constructing (<i>Knowledge</i>) – What should students know? Transforming (<i>Skills and Processes</i>) – What should students be able to do?
The Learning Environment: Evaluating Student Performance	What will we expect as evidence of student understanding? (<i>Knowledge</i>) What will we expect as evidence of proficiency? (<i>Skills and Processes</i>)
The Learning Plan	How does my pedagogy develop activities that will equip students with the needed <i>Knowledge</i> and <i>Skills/Processes</i> ? What teaching strategies will be used? What General Capabilities can I use to facilitate student achievement of the intended learning?

Planning Guide

Selecting Teaching Strategies Using <i>Classroom Instruction that Works</i>		Unit Plan ✓	Lesson Plan ✓
Unit Title	Teacher:		
How will I Create the Environment for Learning?			
Areas to Consider	Strategies		
Setting Objectives	1. Are learning objectives aligned to curriculum intent? (What should students know, understand and be able to do at the end of the unit?) 2. Are there opportunities to determine students' existing knowledge and/ or misconceptions? 3. Are there clearly identifiable learning experiences ('chunks' of learning) aligned to the objectives? Are there opportunities for students to connect what they are doing to the objectives?		
Providing Feedback	1. Are there criteria against which student learning will be judged? 2. When and how will performance criteria be shared with students? 3. When and how will students be assessed formatively? 4. When and how will students receive feedback? 5. When and how will students provide their own feedback?		
Reinforcing Effort	1. When will I address the relationship between effort and achievement? Defining what it means to students. 2. Are there opportunities for students to share their understandings about effort and success? 3. Are there opportunities for students to track their effort and relate their success?		
Provide Recognition	1. What specific achievements will be recognized, when and how? 2. For which students is it most important to provide recognition? 3. Are there opportunities for students to recognize one another's achievements? 4. How will I provide recognition?		
Cooperative Learning	1. Do students need to learn or review group skills? 2. Which activities require cooperative groups? 3. For each activity do students have formal roles and accountability? e.g. reciprocal teaching		

Planning Guide

Selecting Teaching Strategies Using <i>Classroom Instruction that Works</i> (Continued)			Unit Plan ✓	Lesson Plan ✓
Unit Title	Teacher:			
What type of Knowledge will be learned and how will I facilitate that learning?				
Moving from Knowing to Doing: Plan for Extending or Applying Knowledge				
Type of Knowledge	Steps	Strategies		
Extending and/or Applying Declarative Knowledge <i>(Thinking deeply about the relationships among ideas)</i>	<ol style="list-style-type: none"> Plan opportunities for students to make connections through comparisons, classifying or creating metaphors or analogies Plan opportunities for students to read metaphors or analogies to deepen their understanding of generalizations and principles in the unit/lesson Investigate processes of systems analysis, problem solving, experimental inquiry, investigation, how to write a good hypotheses and writing explanations and conclusions Find or create tasks that require student to generate details generalizations and principals Plan in-class and homework assignments that require students to generate examples in new situations Provide feedback focusing on the application of generalizations and principles in new situations 	Identifying Similarities and Differences - provide opportunities for students to make connections among new vocabulary and deepen their understanding of the generalizations and principles by: <ul style="list-style-type: none"> Comparing or Classifying Creating metaphors (abstracting) or Creating analogies (relationships with relationships) Generating and Testing Hypotheses: identify complex reasoning process required in the unit: <ul style="list-style-type: none"> Inferring: making inferences from information (drawing new conclusions) or identifying rules based on observations or patterns in information - check for misconceptions in knowledge being examined Deducing: applying a generalization or rule that is known or provided (using general rules, from in-depth knowledge, to make predictions) Systems analysis: analysing the parts of a system and how they interact Problem solving (including decision-making and invention): overcoming limiting conditions that are in the way of achieving a goal Experimental inquiry: generating and testing explanations of observations 		

Moving from Knowing to Doing: Plan for Extending or Applying Knowledge				
Type of Knowledge	Steps	Strategies		
Extending and/or Applying Declarative Knowledge <i>(Thinking deeply about the relationships among ideas)</i>		<ul style="list-style-type: none"> • Investigation: identifying and resolving issues regarding past events • Writing good explanations of conclusions before generating a hypothesis i.e. <ul style="list-style-type: none"> a) Constructing Support: systems for assertions b) Analysing Errors: Identifying errors in thinking c) Analysing Perspectives: multiple perspectives on an issue and reasons for each 		



Craig'slea State High School

Unit Plan Template - Years 7 to 10



Unit Details	Unit Title:			
	Year Level:		Duration (weeks):	
	Semester:		Year:	
	Syllabus:			

Unit Validation Tool	1.	Content descriptions/ objectives come from the syllabus	Yes/ No	
	2.	The planned assessment criteria matches the syllabus standard and is taken directly from the syllabus	Yes/ No	
	3.	Summative assessment 'types' are appropriate for the objectives being assessed.	Yes/ No	
	4.	A suitable number of CDs or objectives are included for the unit length – refer to Year/ Band plan for balance	Yes/ No	
	5.	All students are able to access learning to provide evidence	Yes/ No	
	6.	Learning experiences clearly sequences learning – 'Developing Knowledge' and 'Extending & Applying Knowledge'	Yes/ No	
	7.	Learning experiences identify teaching strategies which clearly align to the CDs and cognition of the objectives	Yes/ No	

Unit Validation	Validation Declaration:	The Craig'slea SHS Unit Validation Tool has been completed for this unit		Yes	No
	Validation Date:				
	Person Validating Unit:	Name:	Signature:		

Stage 1: Desired Results		
Unit Overview:	At the beginning of the unit students will learn about...	
	By the end of the unit students will be able to...	
Content Descriptions Learning Objectives/ From the syllabus:	Developing (<i>constructing</i>) Knowledge Objectives: <i>What students will learn about (know)</i>	Extending and Applying (<i>transforming</i>) Knowledge Objectives: <i>What students need to learn to do (skills/processes)</i>
	•	•

Stage 2: Evidence of Learning			
Assessment	Assessment Type	Assessment Description	Assessment Criteria <i>Matched to the syllabus standard and taken directly from the syllabus</i>
	Formative •		•
	Summative 1. 2.		•

Stage 3 - Learning plan

The Learning Plan is made up of Learning Experiences. These Learning Experiences sequence your unit and are used to ensure that you are moving students from Knowing to Doing. The Learning Plan is not a scheduler where you plan for each week. In general you will have 3 - 4 Learning Experiences in a 10 week unit.

Learning Experience 1:		Length Weeks / Lessons:			
Learning Activity (s):		TEACHING STRATEGIES (aligned to activities) What will the teachers do to facilitate the Learning Activity?			
Number of Lessons	Content descriptions/ subject matter - (refer to stage 1) What student should learn and be able to do.	Creating the Learning Environment <i>Delete strategy sets not used</i>	Developing Understanding/ Extending and Applying Knowledge <i>Delete strategy sets not used</i>	General Capabilities/ 21 st Century Skills (Strategies) <i>Delete areas not addressed</i>	Resources
	Students will learn about OR Students will learn how to	<ul style="list-style-type: none"> Providing Feedback Reinforcing Effort and Providing Recognition Cooperative Learning strategies 	NB: IDENTIFY AND HIGHLIGHT THE CONGITION DESCRIBED IN STAGES 1 AND 2 Developing Understanding: <ul style="list-style-type: none"> Cues, Questions & Advanced Organisers Non-linguistic Representations Summarising & Note taking Assigning Homework and Providing Practice Extending and Applying Knowledge: <ul style="list-style-type: none"> Identifying Similarities and Differences Generating and Testing Hypotheses 	<ul style="list-style-type: none"> Literacy Numeracy ICT Intercultural Understanding 	CARA: (identify activities for which risk assessments have been completed)

Add Learning Experience boxes for additional Learning Experiences

Learning Experience 2:		Length Weeks / Lessons:			
Learning Activity (s):		TEACHING STRATEGIES (aligned to activities) What will the teachers do to facilitate the Learning Activity?			
Number of Lessons	Content descriptions/ subject matter - (refer to stage 1) What student should know and be able to do.	Creating the Learning Environment <i>Delete strategy sets not used</i>	Developing Understanding/ Extending and Applying Knowledge <i>Delete strategy sets not used</i>	General Capabilities/ 21 st Century Skills (Strategies) <i>Delete areas not addressed</i>	Resources
	Students will learn about OR Students will learn how to	<ul style="list-style-type: none"> Providing Feedback Reinforcing Effort and Providing Recognition Cooperative Learning strategies 	NB: IDENTIFY AND HIGHLIGHT THE CONGITION DESCRIBED IN STAGES 1 AND 2 Developing Understanding: <ul style="list-style-type: none"> Cues, Questions & Advanced Organisers Non-linguistic Representations Summarising & Note taking Assigning Homework and Providing Practice Extending and Applying Knowledge: <ul style="list-style-type: none"> Identifying Similarities and Differences Generating and Testing Hypotheses 	<ul style="list-style-type: none"> Literacy Numeracy ICT Intercultural Understanding 	CARA: (identify activities for which risk assessments have been completed)



Craigslea State High School

School Behaviour Expectations



	All Areas Including Library, Canteen and Toilets	Classrooms	Playground	Online	Excursions, Bus Stop, Travelling to and from School
Be a Learner	<ul style="list-style-type: none"> Support others to learn Follow instructions straight away Maximise your attendance Display a positive attitude to learning Avoid using toilets during learning times Return resources and leave spaces as you found them 	<ul style="list-style-type: none"> Be on time and in the right place Enter and exit rooms in an orderly manner Be organised and ready to learn Ask permission to leave the classroom Complete set tasks including homework Take an active role in classroom activities <i>Strive for Excellence</i> -Set personal goals and seek feedback Stay on task and be persistent 	<ul style="list-style-type: none"> Help others Participate in games and activities to the best of your ability Return equipment to the appropriate place Remain on school grounds 	<ul style="list-style-type: none"> Participate in use of approved online sites and educational games Be courteous and polite in all online communications 	<ul style="list-style-type: none"> Cross roads at pedestrian crossings only Walk bikes on school grounds Wait away from the curb at bus stops Be prepared for excursions including correct uniform and equipment Actively participate in excursion activities
Be Respectful	<ul style="list-style-type: none"> Wear full school uniform at all times Accept differences e.g. culture and disability Keep hands, feet and objects to yourself Respect others' personal space and property Respect the privacy of others in toilet areas Address others politely e.g. say "please" and "thank you" 	<ul style="list-style-type: none"> Raise your hand to speak Respect others' right to learn Talk in turns Be a good listener Use electronic devices only when given permission Respect the learning time of others 	<ul style="list-style-type: none"> Play fairly – take turns, invite others to join in and follow rules Avoid any conflict with others Respect the environment – do not litter Respect school facilities, equipment and landscape 	<ul style="list-style-type: none"> Report any unacceptable behaviour to a teacher Post only appropriate content online 	<ul style="list-style-type: none"> Speak politely to members of the public Wait your turn when boarding buses and allow adults to board first Stand for adults on the bus
Be Safe and Responsible	<ul style="list-style-type: none"> Act safely at all times Care for equipment Be hygienic and wash hands Accept consequences for personal behaviour Report bullying Follow procedures: line-up, place bags in designated areas, wait your turn 	<ul style="list-style-type: none"> Follow all class routines Follow all directions given by adults Leave your bag in an appropriate area 	<ul style="list-style-type: none"> Speak out for others - do not accept bullying Be sun safe; wear your school hat Report any damage to school property Walk in an orderly fashion on pathways Pick-up litter 	<ul style="list-style-type: none"> Respect others' right to use online resources free from interference or bullying Keep any usernames or passwords private Follow all teacher instructions about keeping private information off online sites 	<ul style="list-style-type: none"> Wear full school uniform travelling to and from school Keep your belongings nearby Mentor younger students Keep off private property

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted in year level groups and by Form Class teachers;
- School Assemblies
- School Newsletter

Craigslea State High School Structured Observation and Feedback Lesson Elements			✓
Lesson Phase	CltW Strategies	Elements and strategies These strategies are not exhaustive and can be developed further	
Beginning	Setting Objectives Create Interest	<ul style="list-style-type: none"> Stimulate interest and curiosity e.g. visuals Lesson objectives and success criteria clearly displayed and established with students Connect learning to real-world experiences Positive relationships with and between students 	
	Reinforcing Effort Learning Intentions	<ul style="list-style-type: none"> Use student friendly language Learning goals, for the unit, are evident in student planners Make task/ assessment requirements clear e.g. "by the end of the lesson you will be able to/ have completed ..." Show examples of expected student work/ performance 	
Teacher Input	Active prior knowledge	<ul style="list-style-type: none"> Opportunities for students to demonstrate their current level of understanding. Review/ connect to prior learning - cues, questions, advanced organizers to help make connections with what they already know 	
<input type="checkbox"/> (✓) Developing Understanding - Constructing Declarative Knowledge			
<i>Decide whether the students are 'Developing Knowledge' (Construct-ing)</i> OR <i>Extending & Applying Knowledge (Transform-ing)</i>	Develop Understanding	<ul style="list-style-type: none"> Identify the words and phrases that are most important to the content that students are learning: Vocabulary – non-linguistic representations Identify details (facts, dates, time sequences): Cues, questions, advanced organisers to help make connections to prior knowledge/ structured note taking, graphic organizers Organising ideas (generalizations and principles) students need to learn: Graphic organisers, metaphors and analogies Determine how to provide feedback to students about declarative knowledge in the unit/lesson Identify homework assignments that help students deepen their understanding of declarative knowledge or help them make additional connections - use vocab. and connect facts to other contexts 	
	<input type="checkbox"/> (✓) Developing Understanding - Constructing Procedural Knowledge (Skills, tactics and processes)		
	Develop Understanding	<ol style="list-style-type: none"> Constructing models <ul style="list-style-type: none"> Demonstration through cues, questions, advanced organizers, graphic organizers Creation of examples to demonstrate different approaches Take and summarize learning Shaping and internalizing <ul style="list-style-type: none"> Guided practice Independent practice – including homework Provide feedback on accuracy/speed 	
	Check for Understanding Monitor whether students have 'got it' before proceeding.	<ul style="list-style-type: none"> Use questioning for understanding – use wait time Ask for justifications and clarification Address misconceptions Have students paraphrase and summarise 	
Guided practice	<input type="checkbox"/> (✓) Extend and Apply Declarative Knowledge – Transforming Knowledge		
	Extend and Apply Knowledge	Identifying Similarities and Differences Provide opportunities for students to make connections among new vocabulary and deepen their understanding of the generalizations and principles by: <ul style="list-style-type: none"> Comparing or Classifying Creating metaphors (abstracting) or Creating analogies (relationships) 	

		Generating and Testing Hypotheses	
		Identify complex reasoning process being used: <ul style="list-style-type: none"> • Inferring: making inferences from information or identifying rules based on observations or patterns • Deducing: applying a generalization or rule that is known to make predictions • Systems analysis: analysing the parts of a system • Problem solving (including decision-making and invention) • Experimental inquiry: generating a*-and testing explanations of observations • Investigation: identifying and resolving issues regarding past events • Writing good explanations of conclusions before generating a hypothesis i.e. Constructing Support, Analysing Errors or Analysing Perspectives 	
	□ (✓) Extend and Apply Procedural Knowledge – Transforming Knowledge		
	Extend and Apply Knowledge	Steps <ol style="list-style-type: none"> 1. Establish a personalized specific goal 2. Plan for practice of skills and processes 3. Provide feedback that focuses on understanding of key features 4. Provide opportunities for students to focus on accuracy, precision, clarity, restraint of impulsivity and intensity 5. Provide homework that focuses on developing automaticity 	
	Direct instruction	Provide direct instruction of the <u>process</u> being applied: <ol style="list-style-type: none"> 1. Help students understand the process 2. Give students a model and practice 3. Focus on critical steps in the process 4. Use cues – graphic representations (posters etc.), guiding questions, explain thinking <ul style="list-style-type: none"> • Create tasks which require students to generate and test hypotheses about the details and principles of the lesson • Give clear instructions, timeframes and expectations • Provide a range of task that appeal to different learning styles and ability levels • Engage eLearning tools • Provide feedback on the application of generalizations and principles • In-class and homework assignments requiring students generate examples of principles or apply them to new situations 	
	Cooperative Learning	<ol style="list-style-type: none"> 1. Do students need to learn or review group skills? 2. Which activities require cooperative groups? 3. For each activity do students have formal roles and accountability? e.g. reciprocal teaching 	
	Providing Feedback	<ul style="list-style-type: none"> • Move around the room • Identify students needing additional support • Provide comments/ written feedback on work 	
	Provide Recognition	<ul style="list-style-type: none"> • What specific achievements will be recognized, when and how? • For which students is it most important to provide recognition? • Are there opportunities for students to recognize one another's achievements? • How will I provide recognition? 	
Independent Practice	Assigning Homework and Providing Practice	Practice, review and apply knowledge or Practice for proficiency of a skill or process <ul style="list-style-type: none"> • In the same lesson or a future lesson (short and focused); • Plan for a repeating schedule to consolidate learning • Provide homework to practice skills/ processes to speed, accuracy, fluency, conceptual understanding • Provide feedback on homework 	
Review		Conclude lesson by reviewing and clarifying the key points, tying them together in a coherent whole. When and how will students provide their own feedback?	

Lesson Observation Feedback Tool

Teacher:		Date:	
Coach/Observer:		Subject/Class:	
Phase 1: IDENTIFY			
Agreed Observation Focus:			
Phase 2: OBSERVATION & FEEDBACK			
1. <i>What I saw when you implemented your focus.</i>			
2. Commendation: <i>What I liked about...</i> Suggestions: <i>What I wondered...</i> <i>What if...</i>			
Phase 3: UTILISE & REFLECT			
3. Teacher Reflection: <i>What I will try?</i>			