

2018

THE SPRINGFIELD CENTRALS



FEEDBACK



CONTENT



CONTEXT

PRINCIPAL'S MESSAGE

The core business of any school is providing high leverage instructional practice that is adaptable to the needs of students. Marzano's The New Art and Science of Teaching is a pedagogical framework used at Springfield Central State High School to shape curriculum and instructional decision making within the school.

The 3 categories, Feedback, Content and Context provide the lens through which we review and adopt curriculum and instructional initiatives to deliver a guaranteed and viable curriculum to form the foundational elements for successful teaching at Springfield Central.



SPRINGFIELD CENTRALS CONTENTS



LEADING THE SPRINGFIELD CENTRALS

- Overview of the Springfield Centrals
- Springfield Centrals- Future Implementation Plan
- ASOT

SECTION 1

HIGH IMPACT TEACHING

- The Springfield Central Explicit Instruction Framework
- The Springfield Central Literacy Plan

SECTION 2

HIGH EXPECTATIONS

- The Common Agreements – Classroom management
- Establishing and Maintaining High Expectations
- Essential Skills Of Classroom Management

SECTION 3

GUARANTEED AND VIABLE CURRICULUM

- Approach to curriculum prioritisation
- Australian Curriculum
- Learning Intentions and Success Criteria

SECTION 4

PBL

- Common Agreements
- Student Matrix
- ESCM
- Majors & Minors

SECTION 5

ENGAGEMENT INITIATIVES

- Collegial Mentoring
- SLT Walkthroughs
- HOD Mentoring and Observation



Springfield Central
State High

SCSHS PEDAGOGICAL FRAMEWORK OVERVIEW



FEEDBACK



CONTENT - TEACHING & LEARNING STRATEGIES

- *Learning intentions & success criteria* clearly displayed and articulated in every lesson – written down
- Learning intentions unpacked at the beginning of units including the cognitive verbs & content specific vocabulary.
- Revise learning intentions at end of lesson – link to exit ticket
- Timely feedback, & reflection
- Ladders displayed in every classroom
- Students know their individual/-class targets
- Formative assessment, both whole class and individually
- Tracking student success using success criteria

Q1 & Q2 LEARNING INTENTIONS & FEEDBACK

- Use of the *Explicit Instruction – I do, We do, You do*
- Close reading and writing
- Explain linkages of prior knowledge, make predictions and provide a purpose for what they are about to learn
- Chunking content
- Processing content
- Recording and Representing Content
- Use of classroom physical space -e.g. Word Walls
- Students actively engage in previewing activities
- Inferential questioning
- Summarise and note taking
- Reflect on learning
- Check for understanding

Q3 NEW KNOWLEDGE

- Using structured practice sessions (*modelling, guided practice frequency*)
- Examining similarities and differences
- Examining errors in reasoning
- Link homework to learning
- Understanding and unpacking of cognitive verbs and academic vocabulary
- Gradual release of responsibility
- Making corrections to information and reflect on learning
- Close Reading and Writing
- External partners and guest speakers

Q4 DEEPENING KNOWLEDGE

- Engage students in cognitively complex tasks
- Providing resources and guidance
- Generating and defending claims
- Students can explain the hypothesis they are testing
- Use of graphic organisers
- Investigation
- Questioning, friendly controversy

Q5 GENERATING & DEFENDING CLAIMS

- Previewing strategies
- Highlighting critical information
- Reviewing content
- Revising knowledge
- Reflecting on learning
- Purposeful homework
- Elaborating on information
- Organising students to interact and collaborate

Q6 INTEGRATING NEW & OLD KNOWLEDGE

Student Engagement

Use academic games, manage questioning and response rates, use physical movement, use appropriate pacing, demonstrate intensity and enthusiasm, engage students in friendly controversy, provide students with opportunities to talk about themselves, present unusual or intriguing information.

Q7

Implementing Rules and Procedures

Responsible behaviour plan, common agreements, assessment policy, homework policy, mobile phone policy, dress code, profiling, seating plans, classroom rules based on the 4 rs displayed, discussed and referenced – with student ownership, majors & minors process, student matrix.

Q8

Feeling welcome, accepted and valued that indicate are for students

Using verbal and nonverbal behaviours, understanding students' backgrounds and interests, displaying objectivity and control context.

Q9

What strategies will I use to help typically reluctant students feel valued and comfortable interacting with others?

PBL, reward system, know your students, targets, growth mindset, encouragement strategies, building positive relationships and team cultures in classrooms.

Q10



CONTEXT

Strategy: Review the pedagogical framework “The Springfield Centrals” in relation to ASOT implementation and current research, and quality assure the implementation process and monitor its impact on improving student outcomes.

Strategy: Implement a systematic and deliberate approach to observation, feedback and coaching of the “Common Agreements” that is aligned with the school’s pedagogical framework.



THE NEW ART AND SCIENCE OF TEACHING



FEEDBACK

DESIGN QUESTION 1

How will I communicate clear learning goals that help students understand the progression of knowledge they are expected to master and where they are along that progression?

DESIGN QUESTION 2

How will I design and administer assessments that help students understand how their test scores and grades are related to their status on the progression of knowledge they are expected to master?



CONTENT

DESIGN QUESTION 3

When content is new, how will I design and deliver direct instruction lessons that help students understand which parts are important and how the parts fit together?

DESIGN QUESTION 4

After content has been presented, how will I design and deliver lessons that help students deepen their understanding and develop fluency in skills and processes?

DESIGN QUESTION 5

After content has been presented, how will I design and deliver lessons that help students generate and defend claims through knowledge application?

DESIGN QUESTION 6

Throughout all types of lessons, what strategies will I use to help students continually integrate new knowledge with old knowledge and revise their understanding accordingly?



CONTEXT

DESIGN QUESTION 7

What engagement strategies will I use to help students pay attention, be energized, be intrigued, and be inspired?

DESIGN QUESTION 8

What strategies will I use to help students understand and follow rules and procedures?

DESIGN QUESTION 9

What strategies will I use to help students feel welcome, accepted, and valued?

DESIGN QUESTION 10

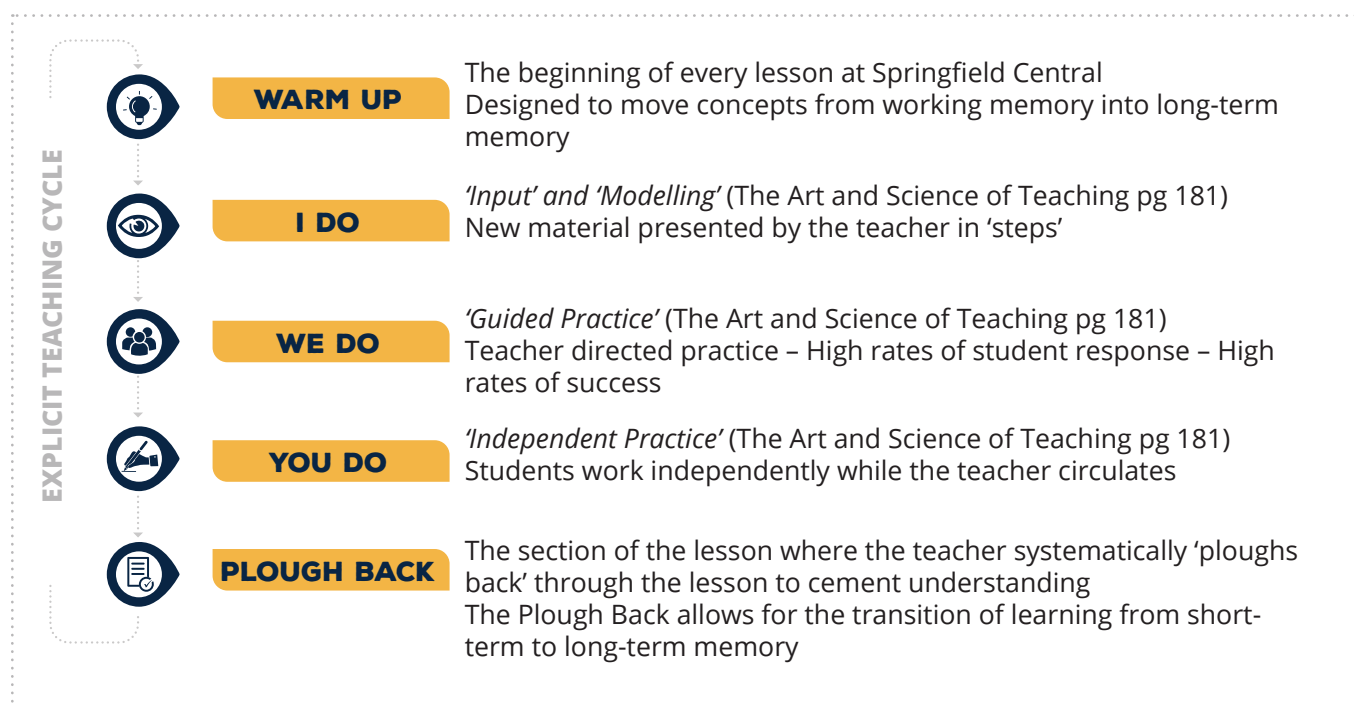
What strategies will I use to help typically reluctant students feel valued and comfortable interacting with me or their peers?



The Springfield Central Explicit Instruction Cycle is the framework for high impact student learning at our school. It is an expectation that this framework is used for the introduction and teaching of new concepts. Teachers at Springfield Central State High are accountable for teaching the concepts and standards that form the basis of the school curriculum.

The **Common Language (CL)** of the cycle is designed to simplify the process for students and provide clarity around the expectations of students and teachers during each stage of the cycle.

The cycle breaks down the process for the direct teaching of concepts into 5 simple steps:



Essential components of every *Explicit Instruction (EI)* lesson:

- Clearly stating 'Learning Intentions' and 'Success Criteria'
- Checking for understanding – at each stage, in a variety of ways



LEARNING INTENTIONS



SUCCESS CRITERIA



FORMATIVE ASSESSMENT

EXPLICIT TEACHING CYCLE

WARM UP

We start here

'Warm-up' - Introduce the Strategy/Concept

- State the Learning Intention and Success Criteria
- Review prerequisite skills and knowledge – checking for understanding
- Introduce concept or skill and explain why students need to master the concept or skill.

I DO

You watch and listen

'I do' - Cognitive Modelling 'Think Aloud'

- Choose a context that connects to what the students know
- Present new material in small steps
- Model procedures 'Thinking out loud'
- Provide examples and non-examples
- Use clear language

WE DO

Together

'We do' - Guided Practice

- Guide students as they practice – require a high frequency of responses from all students
- Ensure high rates of success
- Provide timely feedback, clues and prompts
- Have students continue to practice until they are fluent
- If students are not beginning to master the skill return to the 'I do' steps and re-teach

STOP

Check for understanding

Check for understanding

Do not progress past here if students have not mastered the skill

RECAP

We measure success

'Recap' – Plough Back

- Review key concepts and consolidate understanding
- Provide feedback on class and student performance
- Provide 'Exit Ticket' and record students who are proficient at the concept or strategy

YOU DO

I watch and listen

'You do' – Independent Practice

- Teacher circulates the room and monitors initial student practice attempts
- Students continue to practice the skill until it is automatic (When students can perform task without thinking about it)
- Check and correct student independent work to validate student level of mastery
- Collect data about which students are proficient



(CL)	ROUTINE AND PROCEDURE	PURPOSE	TIME
Learning Intentions & Success Criteria	Pre-instructional Set – The first “act” in a successful lesson Components: <ul style="list-style-type: none"> • Gain student attention (Hands Up – Reinforce behaviour for students responding immediately) • Inform students of learning intentions (Performance, Conditions and Criterion) • Use informed instruction (Why do I need to know this? How will I use this?) Example: <ul style="list-style-type: none"> • “Today we are going to learn....” • “This is important to know because....” • “We can use this skill when...” • “We will know we have learned this when...” • “Sources of help available to you are...” 	It is important for students to understand: <ul style="list-style-type: none"> • How a skill will be taught (what activities or procedures will be involved in the lesson); • What they will be able to do at the end of the lesson, and; • Why accomplishment is important, useful, and relevant to present and future life situations. 	How much time is required? <ul style="list-style-type: none"> • 30 seconds to gain attention • 30 seconds to give the Learning Intention • 30-60 seconds to state why the skill is important
	Preparing the Knowledge Base for Instruction Components: <ul style="list-style-type: none"> • Activate prior knowledge • Review previously learned skills • Pre-teach key vocabulary Essential Characteristics: <ul style="list-style-type: none"> • Moves storage of information from short to long term memory • Done before the concept is taught • Facilitates comprehension and learning • Reveals student beliefs/knowledge • Helps connect old learning to new • Indicates when re-teaching is necessary Examples to activate prior knowledge (Using a teaching strategy) <ul style="list-style-type: none"> • Direct questioning or paper and pen activity • “What do you already know about...” • Make a list with a buddy • Students interview each other Examples to review previously learned skills: <ul style="list-style-type: none"> • Lead an overt review/practice • Sample understanding from a steering group (High, Medium and Low) Examples of pre-teaching vocabulary: <ul style="list-style-type: none"> • Preview in context • Select unfamiliar words • Present in context • Discuss in context • Expand meanings • Directly instruct students to decode new words and recite their meanings 	Moving things from short-term to long-term memory: <ul style="list-style-type: none"> • Helps connect new to old • Indicates when re-teaching is necessary • Automatize skills 	How much time is required? <ul style="list-style-type: none"> • 2-10 minutes

WARM UP



(CL)	ROUTINE AND PROCEDURE	PURPOSE	TIME
I do We do You do	The Explicit Teaching Cycle Components: <ul style="list-style-type: none"> Cognitive Modelling (Teacher directed) Guided Practice (Teacher and student directed) Independent Practice (Student self-directed) 	Cycle that explicitly teachers concepts including: <ul style="list-style-type: none"> Cognitive modelling for students Guided and independent practice Feedback loops to check for understanding 	Varies
I DO	Cognitive Modelling (Think aloud) Components: <ul style="list-style-type: none"> Think aloud Modelling of problem and individual steps taken to solution Essential Characteristics: <ul style="list-style-type: none"> The detailed process of making thinking public or “thinking aloud” Students see that the answer to a problem is a logical conclusion following a sequence of reasoning Two kinds (self-questioning or self-directing) Organises thinking before, during and after performing a task Examples: <ul style="list-style-type: none"> Physically performing the task while verbally guiding oneself Describe the individual steps and their importance Make predictions Verbalise confusing points Demonstrate fix-up strategies 	Cognitive Modelling (Think aloud) <ul style="list-style-type: none"> Research on the strategic and meta-cognitive aspects of learning underscores the need for modelling not only the physical and observable aspects of a task, but also the invisible mental processes that underlie it. For example, people’s thought process while reading is not something that can be readily observed; just observing a reader scanning a page and then turning it gives no indication of the activity going on in the reader’s mind. To reveal the thinking process, teachers verbalize their own thoughts or “think aloud” 	Varies
WE DO	Guided Practice – “Practice makes perfect” Components: <ul style="list-style-type: none"> Students complete the activity or action defined by the learning objective while under teacher direction Essential Characteristics: <ul style="list-style-type: none"> Immediately follows presentation and modelling of initial concept Promotes and solidifies learning achieved during earlier part of lesson Directly linked to learning objective Active participation Promotes student self-direction Examples: <ul style="list-style-type: none"> Practice with peers Group problem solving or application Teacher-directed individual guided practice 	Guided Practice (We do) <ul style="list-style-type: none"> Practice serves as the rehearsal for transferring information from working memory into long-term memory. This is the middle step on the pathway to the ultimate goal of students engaging in accurate, self-directed independent practice. 	Varies



(CL)	ROUTINE AND PROCEDURE	PURPOSE	TIME
YOU DO 	Independent Practice - “Perfect practice makes perfect” Components: <ul style="list-style-type: none"> Students practice using either skill-based or application-based activities Essential Characteristics: <ul style="list-style-type: none"> No “<i>working noise</i>” Directly follows “<i>We do</i>” beginning only when students have demonstrated capacity 	Independent Practice <ul style="list-style-type: none"> Promotes student self-direction Helps automatize skills Allows application of skills to new contexts 	Varies
PLOUGH BACK 	Closure of an explicit teaching lesson Components: <ul style="list-style-type: none"> What did we learn today? So what? (How is this important, relevant or useful?) Now what? (How does it relate to our unit outcomes?) Essential Characteristics: <ul style="list-style-type: none"> Check that students have the information that they need to work on their own and achieve the lesson intention Facilitates the storage and retrieval of new information Provides teacher data: Is more practice needed? Do I need to reteach? Can I go on? Examples: <ul style="list-style-type: none"> Signalled response Sampling Individual private response (Think-pair-share) Individual verbal response (Classroom whip-around) Quick pencil and paper activity (Exit ticket) Statement from students about what they learned during the lesson 3-2-1 (Three things they found interesting, two things they learned, and one thing they still have a question about) 	<ul style="list-style-type: none"> To check that students have been able to achieve the instructional objectives To ensure that students are able to complete the lesson intention on their own with proficiency Collecting data on what needs to be retaught To inform the following lesson Warm-up 	At least 5 Minutes

KNOWING OUR STUDENTS

- A range of sources are used to identify and address deficits in student skills,
- LOAs, Dashboard, NAPLAN results, Pat Reading and Writing, classroom observations and student work

ENHANCING TEACHER KNOWLEDGE

- The Literacy Guide for teachers outlines common strategies and concepts
- Teachers engage in professional development to enhance their knowledge and capabilities
- Collegial Mentoring and professional discussions

READING

- Close reading of subject texts in all faculties - see Literacy Guide
- Silent reading program facilitates reading of student selected texts in all faculties as required- see Literacy Guide

CLOSE WRITING

- Effective writing modeled through close writing, write alouds and the use of exemplars in all faculties - see Literacy Guide

PARAGRAPHING

- Common approach to paragraph writing across all KLAS using TEEEL- see Literacy Guide
- Close Writing is used to model effective paragraphs
- Example sentence starters and cohesive ties are used to create effective paragraphs

VOCABULARY

- Academic vocabulary building in all faculties- see Literacy Guide
- Cognitive Verbs explicitly taught in all faculties - see Literacy Guide

COMMON AGREEMENT CLASSROOM MANAGEMENT



Collaboratively developed by the Springfield Central Teaching Staff at the beginning of 2013, the Common Agreements form a contract of mutual responsibility among teachers around establishing and maintaining rules and classroom procedures.

Once established, the Common Agreements became the non-negotiable standards for establishing a productive and disciplined classroom at Springfield Central State High School.

The Common Agreements are of critical importance to the core business of Springfield Central State High School. Every teacher (relief, contract or full time) who walks into a classroom will be provided with a copy of the Common Agreements and will have a responsibility to implement them in their lessons.

The Core Components of the Common Agreements are:

- General Classroom Behaviour
- Beginning a lesson
- Ending a lesson
- Transitions between classes
- Transitions during class
- Group work
- Classwork and Teacher-Driven Activities
- Materials and equipment

The following two documents are the **Common Agreements** and the **Teacher Checklist for the Common Agreements**.

The purpose of the Teacher Checklist is to assist teachers engage with and implement the Common Agreements. This is the document given to new staff.

ESTABLISHING & MAINTAINING HIGH EXPECTATIONS

Whether teachers are working with the highest end extension class, or working with lower performing students, it is important that every teacher **knows their students, uses high impact strategies to maintain engagement** and continually looks for **ways to improve the learning of all students** in their class.

Collaboratively developed by the Springfield Central Teaching Staff at the beginning of 2014, the **Common Commitments to Building High Expectations** for all students underpin our common beliefs about best practice for maintaining high academic and behavioural expectations.

The **Common Commitments** are built around three **Core Beliefs**:

- “Kids don’t learn from people they don’t like” – Rita. F. Pierson
- All students can be high achievers &
- Kids need work at their level

They contain commitments to:

- Using evidence-based instructional strategies
- Planning for High Impact Teaching
- Giving and receiving feedback
- Movement around the classroom
- Working with traditionally low expectancy students

ESTABLISHING & MAINTAINING HIGH EXPECTATIONS

SECTION 2

All students can be high achievers & kids need work at their level

"Kids don't learn from people they don't like"

Rita. F. Pierson

Springfield Central State High

FOUR CORE VALUES:



RESPECT



RESPONSIBILITY



RESILIENCE



RELATIONSHIPS

EVIDENCE BASED INSTRUCTION

We will use evidence based instructional strategies:

- ☐ We will use the *SCSHS Explicit Instruction Model* for teaching new concepts – Warm-up, I Do, We Do, You Do, Plough-back
- ☐ We'll use **learning intentions** and success criteria every lesson
- ☐ We'll formatively assess students using our **success criteria** (Scales)
- ☐ We'll use Goal Setting with our students at set intervals
- ☐ We'll provide work for all students at all levels
- ☐ We'll give and receive feedback – "two way street"
- ☐ We'll use high value strategies to raise expectations:
 - o **No-opt-out**
 - o **Right is right** – never accept a low quality answer
 - o **Stretch it**
 - o **Without apology** – no such thing as boring content, never apologise for work they need do
 - o **Format matters** – do not accept student work with mistakes, grammatical errors, in the format that is required
 - o **100%** – No such thing as tactical ignoring (E.g. if you ask all students to do something then you do not move on without 100% compliance)

PLANNING

We'll plan for success for every lesson:

- ☐ We'll know our students (E.g. DASHBOARD, OneSchool, etc.)
- ☐ We'll plan on the belief that all students can be high achievers (E.g. Scaffolding & Extending, Higher order thinking)
- ☐ We'll use well devised **learning intentions** and **success criteria**
- ☐ We'll reflect on each lesson/unit/assessment (E.g. was the lesson successful?)
- ☐ We'll plan for successful relationships with every student in our class

GIVING AND RECEIVING FEEDBACK

We will give and receive high quality feedback:

- ☐ We'll provide opportunities for feedback in day-to-day operations
- ☐ We'll give individualised feedback (E.g. Ensure feedback is at the appropriate level for the student)
- ☐ We'll get feedback to students in a timely manner (feedback within 48 hours, Drafting earlier in smaller quantities E.g. Chunking)
- ☐ We'll use quick a systematic approach to feedback:
 - o Collecting books for a **"quick flick"**
 - o Feedback sections on activities and handouts
 - o Phoning home (**"No surprises"**)
- ☐ We'll give positive feedback and recognise is equally important as critical feedback (E.g. **50/50 rule**)

MOVEMENT AROUND THE CLASSROOM

- ☐ We'll **own the classroom**/environment by moving through our entire classroom
- ☐ We'll plan our classroom environment for movement (E.g. room setup)
- ☐ We'll use high value strategies:
 - o **Full access required** (Need ability to get to every student)
 - o Move systematically (Look for opportunities to move systematically but unpredictably)
- ☐ Position for power (Instructional positions & don't turn your back on the class)

WORKING WITH TRADITIONALLY LOW EXPECTANCY STUDENTS

- ☐ We'll know our students (E.g. Believe they can be high achieving, give them confidence)
- ☐ We'll prioritise the curriculum (**Elevate the essentials**) – **Using the Need to know, Important to know, Nice to know Model**
- ☐ We'll take time to correct instructional deficits (pre-testing, E.g. warm-up, don't move on to work that students cannot do)
- ☐ We'll use high value strategies:
 - o **No opt-out**
 - o Encouragement
 - o Questioning techniques
- ☐ We'll value our relationships with all our students (*"Kids don't learn from people they don't like"* – Rita. F. Pierson, 2013)

ESSENTIAL SKILLS OF CLASSROOM MANAGEMENT



Springfield Central State High School has adopted the **Essential Skills for Classroom Management (ESCM)** as the common approach to **recognising and acknowledging adherence and lack of adherence to classroom rules and procedures**. Teachers are encouraged to undertake the ESCM training, and are provided with opportunities to be profiled by a trained Classroom Profiler.

The following is taken from the 'Core Learning Component' of ESCM produced by Education Queensland:

Essential Skills in classroom management are not a substitute for well-planned, innovative and engaging curriculum. Fry and Long explain that, 'the mere use of exciting classroom materials and activities is not the answer to behaviour problems in classrooms' (cited in MACER 2005, p 14). 'If teachers cannot obtain student cooperation to proceed with instruction, then it is most unlikely that teaching of any level of effectiveness will ensue' (MACER 2005, p 14).

Behaviour management fits within a broad educational context. To specifically address student learning needs, teachers must understand behavioural development as well as the range of cognitive and physical differences that influence student learning styles and abilities. When students are provided with relevant curriculum and tasks that allow them to succeed, the need for management conversations in classrooms is reduced.

The 10 Essential Skills for Classroom Management are:

Essential Skill	Description
Establishing expectations	Making rules
Giving instructions	Telling students what to do
Waiting and scanning	Stopping to assess what is happening
Cueing with parallel acknowledgment	Praising a particular student to prompt others
Body language	Encouraging, smiling, nodding, gesturing and moving near
Descriptive encouragement	Praise describing behaviour
Selectively attending	Not obviously reacting to some bad behaviour
Redirecting to the learning	Prompting on-task behaviour
Giving a choice	Describing a student's options and likely consequences of their behaviour
Following through	Doing what you said you would

Teachers need to **establish order** in their class, and then **respond flexibly** to student management issues. Once students have a positive concept of themselves as learners and have developed greater self-control, the Essential Skills pertaining to the 'language of correction' are likely to be less frequently required.

The core elements that allow for successful learning are: teachers setting clear expectations; acknowledging appropriate behaviour; and the timely correction of inappropriate behaviour (Richmond c. 2007). The 10 Essential Skills provide teachers with a framework for developing these core elements of effective teaching.

Teachers can also consider this knowledge in conjunction with other relevant techniques such as classroom profiling; a method of peer coaching conducted by a trained profiler.

TEACHER CHECKLIST

SECTION

2

- ☒ I use the common language of the 4R's to Highlight expectation:
FOUR CORE VALUES:



RESPECT



RESPONSIBILITY



RESILIENCE



RELATIONSHIPS



GENERAL CLASSROOM

- ☐ I was at class on time
- ☐ The class had a seating arrangement
- ☐ I have explicitly taught students my non-verbal response for getting their attention (Hand up – waiting and scanning for quiet)
- ☐ My classroom rules (4Rs) are displayed in a prominent place

HOW I BEGAN MY LESSON:

- ☐ Students were lined up in two straight lines at the beginning of class
- ☐ Line up location was explained to students
- ☐ Students were checked for materials including books, pens and diaries before entering ("Show me your passport")
- ☐ Students entered quietly and re-entered if they didn't meet our expectation (practice expectation)
- ☐ Students stood behind their desk at the beginning of the lesson
- ☐ Students greeted with warm greeting
- ☐ Students waited till instructed before sitting
- ☐ Seating arrangement was adhered to during the lesson
- ☐ Lesson started with a Warm-Up
- ☐ Students wrote Learning Intention and read Success Criteria

HOW I ENDED MY LESSON:

- ☐ Lesson ended with a Re-cap and measured success
- ☐ Students made an entry in the school diary
- ☐ Students stood behind their chairs and performed a 1m radius scan
- ☐ Feedback was given on lesson performance and given farewell greeting
- ☐ Student diaries and exit tickets were checked as students departed the classroom

BETWEEN CLASSES

- ☐ I sent late students with a note
- ☐ I reinforced that students keep left on the stairs
- ☐ I challenged lagging students whilst walking between classes
- ☐ When I was on PGD I prompted fast student movement to class
- ☐ I ensured that there were no students sitting on stairs

CLASSWORK AND TEACHER-DRIVEN ACTIVITIES

- ☐ I gave non-verbal signals to gain student attention (Hand up)
- ☐ I began instructions once we have all students' attention
- ☐ I began learning activities by clearly stating learning intentions and ensuring that students had copied these
- ☐ I explained what bookwork would be expected of students – I checked bookwork during the lesson
- ☐ Electronic equipment was not in use while instructions are being given (Laptop lids were closed)
- ☐ Teacher-driven activities were ended with feedback on success criteria (Exit ticket)
- ☐ I gave Teacher Aides clear instructions of the assistance required for the lesson

TRANSITIONS DURING CLASS

- ☐ I ensured that students complete their diary before leaving the classroom
- ☐ I taught our expectation that students put their hand up when requesting permission to leave the classroom
- ☐ I promoted a sense of urgency and purpose around student movement

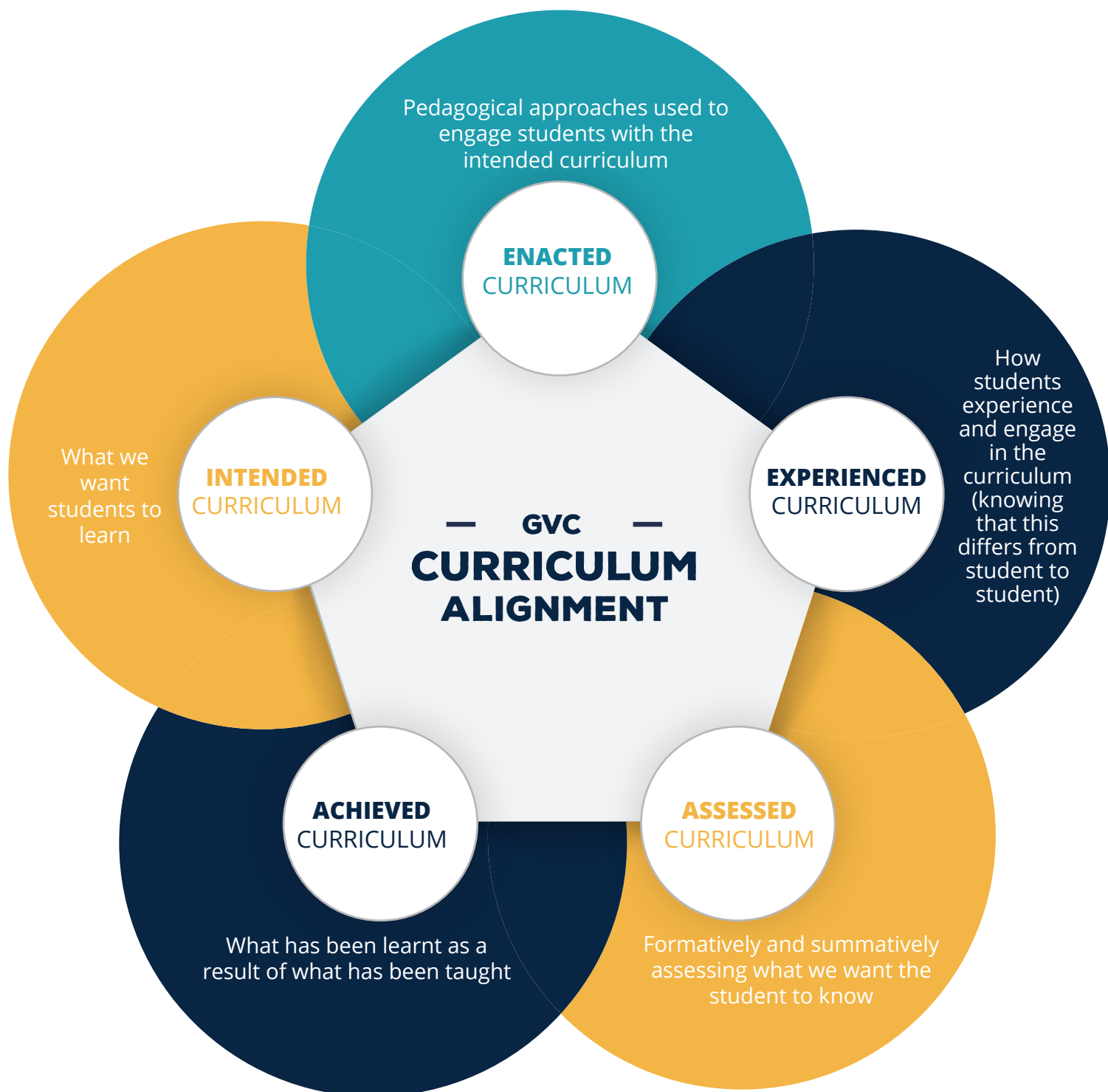
DID STUDENTS DO GROUP WORK? (YES/NO)

- ☐ I explicitly taught the guidelines and expectations of effective group work (Talking, noise, movement, not talking over someone else)
- ☐ I gave explicit instructions about how to move into groups and how to reorganise the room for group work (time limit and practice)
- ☐ I taught and gave a non-verbal cue for coming back together and listening to teacher instructions (Hand up)
- ☐ I gave group participants specific roles



Curriculum is the core business product of Springfield Central State High School. We aim to provide students with a rigorous academic curriculum that is based on guidelines from the Australian Curriculum and The Department for Education and Training priorities. We will build fairness, consistency and accountability into our programs, and work tirelessly to elevate the concepts defined as essential by our curriculum teams.

We use the concepts of **Guaranteed** and **Viable curriculum** that have been defined in the work of Marzano Research Institute to underpin our work in this area.



At Springfield Central State High School our focus is enabling students to reach their full potential to **'Scale Great Heights'** in their academic pursuits. To achieve this, there needs to be a consistent and reliable approach to curriculum content delivery. All teaching staff at SCSHS must ensure:

- Follow the National Curriculum version 8.3 <https://www.australiancurriculum.edu.au/>
- For the new Senior Assessment + Tertiary Entrance System (SATE) ensure you are accessing the QCAA Portal for syllabus and instrument specific marking guides (Years 11-12)
<https://www.qcaa.qld.edu.au/portal/home/landing#!/home>
- Use the QCAA Standard Elaborations for assessment marking criteria (Years 7-10)
<https://www.qcaa.qld.edu.au/p-10/aciq/standards-elaborations>
- Use National Curriculum Achievement Standards to ensure all aspects of curriculum (Years 7-10) are summatively assessed
- Ensure that the General Capabilities and Cross Curricular Priorities are embedded in units of work and evidenced in unit planning

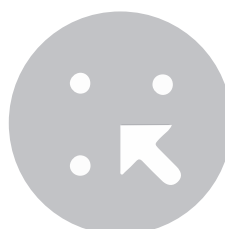
General Capabilities in the Australian Curriculum



LITERACY



NUMERACY



INFORMATION &
COMMUNICATION



CRITICAL &
CREATIVE
THINKING



PERSONAL
& SOCIAL
CAPABILITY



ETHICAL
UNDERSTANDING



LITERACY

Cross-curriculum Priorities in the Australian Curriculum



ABORIGINAL & TORRES STRAIT
ISLANDER HISTORIES



ASIA & AUSTRALIAN'S
ENGAGEMENT WITH ASIA



SUSTAINABILITY



LEARNING INTENTION

- A learning intention is what students will learn in the lesson.
- This is distinct from an activity, which is what you want them to do in the lesson.
- The learning intention is the **reason** for doing the activity.
- The learning intention is the **what**, the activity is the **how**.
- Include knowledge or skills from the curriculum, or those required in the assessment.
- Express in language accessible and meaningful to students.
- Make them specific and observable.
- Write from student perspective:
 - ***you will be able to...***
 - ***you will know/understand...***



SUCCESS CRITERIA

- Success criteria **summarise the key steps** students need in order to fulfil the learning intention; the main thing to do, include or focus on.
- To be effective, they must:
 - ***link to the learning intention***
 - ***be specific to the lesson activity***
 - ***are discussed/explained prior to the activity***
 - ***provide a scaffold and focus***
 - ***are used as a basis for feedback***
 - ***help students think about how and why they are learning***



FORMATIVE ASSESSMENT

- Use the success criteria as a way for students to monitor their progress, both during and after the lesson.
- The success criteria can become an exit ticket or other type of ploughback activity.
- Consider having the students create their own success criteria for the lesson activity.
- Revisit success criteria as the unit progresses and ask the students to reflect on their progress.

OUR COMMON AGREEMENTS AROUND CLASSROOM MANAGEMENT RULES AND PROCEDURES

GENERAL CLASSROOM BEHAVIOUR

- ☐ All our classes will have seating plans
- ☐ We use a single non-verbal response for getting every students attention (Hands up – waiting and scanning for quiet)
- ☐ Classroom rules will be displayed in a prominent place/s (Near the entrance or board) in all of our classes
- ☐ We will teach and reinforce classroom rules and procedures (4 R's)
- ☐ We commit to continually improving the whole school rewards system
- ☐ We commit to developing a whole school set of classroom rules from which teachers can build Classroom Rules (Teachers can build upon these foundations):

- **Be respectful**
- **Be responsible**
- **Build relationships**
- **Demonstrate resilience**

BEGINNING OF A LESSON

- ☐ We'll line students up in two straight lines at the beginning of every class
- ☐ We'll have a clear line up location marked for students
- ☐ We'll check that students have materials including books, pens and diaries before entering (*"Are you ready for learning"*)
- ☐ We'll ensure students enter silently and ask them to re-enter if they don't meet our expectation (practice expectation)
- ☐ We'll ensure that students stand behind their desks
- ☐ We'll greet students with a smile and 'Good morning' or 'Good afternoon' before students take their seat
- ☐ We'll ensure that students wait til instructed before sitting
- ☐ We'll check adherence to our seating plan
- ☐ We'll start our lessons with a focus activity (*Warm-Up*)
- ☐ We'll have students write *Learning Intention* and read *success criteria*

END OF A LESSON

- ☐ We'll Re-cap lesson and measure success
- ☐ We'll make sure students always make an entry in the school diary
- ☐ We'll instruct students to stand behind their chairs and ensure classroom is left tidy (*1m radius scan*)
- ☐ We'll ensure that our students return the classroom to its original configuration
- ☐ We'll end our lessons by giving feedback on lesson performance and give farewell greeting
- ☐ We'll check that student have written homework in diary and earned an *exit ticket*

GROUP WORK

- ☐ We commit to explicitly teaching guidelines and expectations of effective group work (Talking, noise, movement, not talking over someone else)
- ☐ We will give explicit instructions about how to move into groups and how to reorganise the room for group work (in our context) (time limit and practice)
- ☐ We will give a non-verbal cue for coming back together and listening to teacher instructions (Hand up)
- ☐ We'll give group participants specific roles

CLASSWORK AND TEACHER-DRIVEN ACTIVITIES

- ☐ We'll commit to continuously improving our understanding and use of ESCM strategies
- ☐ We'll use non-verbal signals to gain student attention (Hand up)
- ☐ We'll will only begin instruction once we have all students' attention
- ☐ We'll begin learning activities by having learning intentions clearly stated – Students will copy this
- ☐ We'll have clear standards for bookwork and use of laptops in the classroom – expected of our students – Bookwork will be corrected
- ☐ We'll ensure electronic equipment will not be in use while instructions are being given (Laptop lids will be down)
- ☐ We'll close teacher-driven activities with feedback on success criteria (Exit ticket)
- ☐ We'll give Teacher Aides clear instructions of the assistance required for the lesson

MATERIALS AND EQUIPMENT

- ☐ We'll explicitly teach and reinforce which equipment is appropriate for the subject/activity and why bringing equipment is important
- ☐ We'll conduct spot checks on parade for bringing the correct equipment – blue pen, black pen, red pen, ruler, diary and subject books
- ☐ When teaching CARE we'll complete diary checks each morning checking for homework recording and report to year coordinator and call home (Homework check weekly – Friday mornings)
- ☐ When teaching CARE and on house parades we'll conduct equipment checks – report to house coordinators for multiple offenders
- ☐ We'll complete bookwork checks weekly and contact home if inappropriate
- ☐ We'll remind students to have their bag on the rack and all equipment ready as they line up/arrive to class
- ☐ We'll have spare pens/paper and get our students to sign them out





TRANSITIONS DURING CLASS

- ☐ We'll ensure that students complete their diary before leaving the classroom
- ☐ We'll teach and expect students to put their hand up when requesting permission to leave the classroom
- ☐ We'll promote a sense of urgency and purpose around student movement

TRANSITIONS BETWEEN CLASSES

- ☐ If we keep a student late, we'll always send them with a note
- ☐ We'll reinforce that students keep left on the stairs
- ☐ We'll commit to being at class on time
- ☐ We'll encourage fast transitions whilst walking between classes (challenge students lagging)
- ☐ When on PGD we'll prompt fast student movement to class
- ☐ We'll enforce before school and break time access of staff for students
- ☐ We'll ensure that there are no students sitting on stairs



	 RESPECT	 RESPONSIBILITY	 RELATIONSHIPS	 RESILIENCE
ALL AREAS	<ul style="list-style-type: none"> I have courteous conversations (<i>TRUE, KIND and NECESSARY</i>) and use appropriate manners and language. I consider how my actions may affect others (<i>STOP, THINK, and DO</i>). I raise my hand and am quiet when a staff member raises their hand. 	<ul style="list-style-type: none"> I keep the school tidy at all times and place rubbish in the bins provided. I follow the mobile phone and electronic device and ICT policies. 	<ul style="list-style-type: none"> I am a supportive friend. I make others feel welcome into my group at school. If I have an issue/problem, I speak to a teacher to try to resolve the problem. I keep my hands and feet to myself. 	<ul style="list-style-type: none"> I learn from mistakes to improve myself. I endeavour to maintain my attendance rate at or above 95%. I follow the no opt outs policy. I work to solve my problems in a mature manner.
CLASSROOM	<ul style="list-style-type: none"> I line up with my class in two straight lines, enter the room quietly, stand behind my assigned chair and I sit after being instructed. I listen quietly when the teacher or another student is speaking. 	<ul style="list-style-type: none"> I arrive to class on time, all the time. I always have the correct equipment prepared for every class. I remain on task during the lesson. I enter my homework into my diary, stand behind my chair and do 1m scan before leaving. I hand in my drafts and final copies on time every time. 	<ul style="list-style-type: none"> I co-operate and follow teacher instructions. I work well with others regardless of friendships 	<ul style="list-style-type: none"> I improve my grades in class through persistence. I ask the teacher questions and take on feedback for improvement. I always produce my best work.
SCHOOL GROUNDS	<ul style="list-style-type: none"> I make room for others by staying left, in busy places in the school. I consider other people's boundaries. During class time, I walk quietly around school. 	<ul style="list-style-type: none"> I stay/sit in appropriate places at all times and move in a safe manner around the school. I am only in a classroom when supervised by a staff member. I wear my hat when in the sun. I only play large ball (bigger than a handball) games on the oval/courts. 	<ul style="list-style-type: none"> When asked by staff members I give my correct name. I consider the safety of others. 	<ul style="list-style-type: none"> When another student is doing something, I don't like I tell them assertively to stop. If student/s are continually not being true, kind or necessary I report it.
AMENITIES	<ul style="list-style-type: none"> I am polite when dealing with all staff. 	<ul style="list-style-type: none"> I place my bag in the bag area before lining up. I follow the requests of the tuck shop staff. 		<ul style="list-style-type: none"> I wait patiently for my turn.
TO / FROM SCHOOL	<ul style="list-style-type: none"> I wear my uniform correctly at all times. I interact with members of the community in an appropriate manner. When waiting for the bus I follow instructions and line up in two straight lines. 	<ul style="list-style-type: none"> I use bike/pedestrian pathways and follow the road rules. If I am late to school, I will sign in correctly. 	<ul style="list-style-type: none"> I behave in a mature and safe manner. 	
PARADE	<ul style="list-style-type: none"> I stand appropriately for the National Anthem and school song. I clap appropriately when required. 	<ul style="list-style-type: none"> I sit with my correct class. 	<ul style="list-style-type: none"> I support all members of the school community on parade. 	<ul style="list-style-type: none"> I stay focussed and listen.
CYBER WORLD	<ul style="list-style-type: none"> I only post things that are TRUE, KIND and NECESSARY. 	<ul style="list-style-type: none"> I report any concerns through STYMIE or other appropriate avenues. 	<ul style="list-style-type: none"> I use appropriate language and salutations in school communication. 	



**PURPOSE:**

Collegial Mentoring PODs at SCSHS is based on the model of professional learning communities as outlined in "Learning By Doing: A Handbook for Professional Learning Communities at Work™ (2nd Edition)" by Thomas Many, Robert Eaker, Rebecca DuFour, Richard DuFour.

"PLCs are an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators. The very essence of a learning community is a focus on and a commitment to the learning of each student. A PLC is composed of collaborative teams whose members work interdependently to achieve common goals for which members are mutually accountable. These common goals are directly linked to the purpose of learning for all. The team is the engine that drives the PLC effort and it is difficult to overstate the importance of collaborative teams in the improvement process. It is even more important, however, to emphasize that collaboration does not lead to improved results unless people are focused on the right issues."

Collegial Mentoring Pods will:

- Develop and nurture a collegial culture
- Build a professional learning community
- Utilise existing expertise
- Formalise reflective practice and feedback processes
- Build an expert teaching team
- Enhance teaching and learning by engaging in regular professional dialogue

POLICY STATEMENT:

- Collegial Mentoring Pods will be established by Curriculum HODs and in 2018 will be faculty based
- Pods will have a maximum of 6 participants, 3 - 4 staff per Pod is desirable
- Pods will meet regularly as outlined in the 2018 meeting structure (see appendix)
- Discussions will be guided by suggested questions provided in the SCSHS Staff Professional Journal which will be made available to each teacher, either in hard copy or electronic form.
- Each member of the POD will observe at least one other member of the Pod at least once per term. The timing of the observations will be mutually arranged with a prearranged focus discussed prior to the observation. Staff may apply through the PD application process for time to complete the observation. An observation form will be supplied (see appendix) and observation notes are confidential, only to share in professional conversations with the observed party. As a reflection tool, a post conference should occur during week 8 or 9 as prescribed in the 2018 meeting structure (see appendix)

Protocols for observations are:

- ✓ Collegial mentoring is designed to facilitate a high transference of good practice to the classroom via supportive, constructive feedback
- ✓ It is not the role of an observer to perform a review of another teacher's practice
- ✓ Observations are to remain focussed on the target points
- ✓ Give collegial feedback initially using examples from collegial feedback exemplar (see appendix) if unsure how to give feedback
- ✓ Information is not to be shared outside of the POD group
- ✓ If you, in the role of observer, wish to raise an issue or concern, this should only be addressed through the HOD Pedagogy

RESPONSIBILITIES:**HOD Pedagogy –**

- To lead collegial engagement at SCSHS
- Lead the collegial mentoring Pods with a whole school focus on developing a culture of collaboration.
- Work closely with the Curriculum HODs to ensure team planning and collaboration occurs.
- Initiate strategies for developing a climate for providing and accepting constructive feedback and recognition of achievement.

Curriculum HODs –

- Work collaboratively with other HODs to organise groupings for PODs
- Oversee the implementation of meetings to ensure PODs are progressing as scheduled
- Facilitate discussions where applicable

Teaching Staff –

- To participate professionally in Collegial Mentoring Pods
- To participate in the observation process as outlined in the policy statement above
- To follow observation protocols as outline above

1

**Initial Meeting /
Discussion of
Focus/ Setting
Times**

Meet with your Professional Friend in the week prior.
Identify focus together and discuss / clarify meanings.
Arrange a time to complete a lesson observation of each other.

2

**Prior to the Lesson
Observation –
Establish the
Lesson Context**

Provide your Professional POD Mentor with a lesson plan / outline of the lesson.
Discuss the unit of work to put the lesson in context
Highlight aspects of the assessment task that this lesson contributes to.

3

**Lesson
Observation**

Use the Lesson Observation Form to help provide written feedback.
Identify the strengths and opportunities in the lesson.

4

**Post Meeting /
Collegial
Reflection**

Meet with your Professional POD Mentor to provide feedback on the lesson focus.
Provide clarification when necessary.
Focus on strengths of practice and opportunities.
Complete with commendation.

5

Self Reflection

Seek clarification of written or verbal feedback when necessary.
Discuss with your Professional Friend a focus for improvement.
Set goal/objective.



Effective Collegial Feedback

Collegial feedback gives teachers an opportunity to receive feedback from a peer, rather than a supervisor. The intention of this type of feedback is that it is about the next steps in building teaching skills, rather than an evaluation of performance. Having teachers exchange collegial feedback in this way gives teachers time to reflect on their own teaching, while learning from one another in a non-threatening manner. When teachers observe and learn from one another, better teaching practices, and more student learning result.

Confidentiality

Discussions around observations are to be confined to your TOP pod. Confidentiality is integral to creating an environment where teachers feel comfortable and supported sharing their practice. If you have concerns about something that has occurred during an observation, please speak directly to the Master Teacher.

Strategies for providing effective feedback:

- Start and end with a positive statement about something you observed.
- Where possible use 'I messages' e.g. *"I noticed that some students did not take their hats off inside"*, rather than 'you messages' e.g. *"You let the students keep their hats on inside"*, as 'I messages' are less judgemental.
- Show active listening (eye contact, attentive body language etc.)
- Paraphrase what your colleague is saying to clarify and affirm what they are saying.
- Give constructive feedback
- Ask open-ended questions to facilitate discussion

Constructive Feedback

Constructive feedback includes providing your partner with descriptive, specific information that is focused on changing behaviours and extending learning, rather than teacher appraisal. Karen Irmsher (2006) recommends the following techniques:

- Focus on describing observable behaviour without attaching judgment, accusations, or generalizations to those behaviours e.g. *"I noticed that many of your students were talking, or moving around the room whilst you were giving instructions; how might this be impacting learning?"* rather than, *"You've got no control of the class; all of the students were doing whatever they liked."*
- Give timely feedback. It is usually desirable to share feedback as soon as possible after the observation, but it is best to gauge a person's readiness to receive the feedback and the appropriateness of the time and situation.

Open-Ended Questions

When peer coaching, instead of asking closed-ended questions that can be responded to with a simple "yes" or "no," try using questions that begin with "how" or "what" to open up your conversations such as:

- How did you feel the lesson that you taught today went?
- What do you think would happen if...?
- What might you see happening in your classroom if...?