Glenore Grove State School

Pedagogical Framework and Agreement

- Safe, supportive, connected and inclusive learning environments
- Building capacity of staff
- Evidence-based decision making
- Student Centred Planning
- Targeted and scaffolded instruction
- Alignment of Curriculum, pedagogy and assessment
Safe, supportive, connected and inclusive learning environments

Strategies, Policies and Tools

- GGSS Responsible Behaviour Plan
- GGSS Behaviour expectation Matrix and lessons
- Essential Skills for classroom management
- Better Behaviour Better Learning PD suite
- Classroom and Playground expectations
- PBL School wide expectations
- Classroom displays – purposeful and used to stimulate learning
- Effective use of Learning Spaces
Every Staff member will:

- Be familiar with and implement the GGSS Responsible Behaviour Plan and use PBL to recognise student achievement.
- Provide positive feedback in the rate of 4:1 and celebrate successes.
- Demonstrate respect and maintain a calm manner when communicating with students, staff and parents. We self-monitor our tone of voice. We seek and receive feedback from others regarding our interactions with students and act on that feedback.
- Develop and foster relationships with our students that develop recognition and understanding of background and needs.
- Be punctual and well prepared for each lesson.
- Greet students positively and use students’ names wherever practical.
- Use the Essential Skills to Classroom Management, Better Behaviour Better Learning PD Suite and the PBL resources to teach and reinforce expected behaviours and correct inappropriate behaviours.
- Display and discuss School wide expectations and develop classroom management plans that aligns with the school’s Responsible Behaviour plan.
- Ensure that students assemble in an orderly fashion in a designated area prior to lessons starting and are met by their teacher to enter learning spaces orderly.
- Ensure that our class exits in an orderly manner and we leave the learning space in a clean and tidy state, immediately reporting any damaged or malfunctioning equipment.
- Model and demonstrate strategies for respecting the whole school environment and manage transitions and daily changes by explicitly teaching these skills.
- Model and monitor School Wide expectations in the playground and apply rewards through bee tokens and verbal praise to students. We apply consequences consistently and teach these behaviours to support students that are struggling with these expectations.
Building Capacity of Staff

**Strategies, Policies and Tools**

- GGSS professional learning plan
- Mentoring and Induction for new staff
- Professional readings
- Developing performance plans
- Laidley Cluster initiatives and network partnerships
- Educational Health and Wellbeing
- Social and Emotional Support
Every Teacher will:

- Engage in developing performance plans to identify strengths to share with other staff and lesser strengths to help develop school professional development plans.
- Engage in the GGSS coaching program and follow the building capacity program with a nominated coach.
- Engage with GGSS feedback program and prepare a lesson for a supervisory visit and receive feedback from that lesson which includes a ‘polisher’ for reflection and improvement.
- Participate in mentoring and induction programs for staff to build capacity.
- Complete set staff readings and engage professional discussion.
- Work to develop a culture of collective responsibility to support each other in a respectful team environment to achieve a healthy, social and emotionally supportive environment which best meets the needs of students and demonstrates that ‘Learning Happens – every child, every day, in every way’.
Strategies, Policies and Tools

- Staff handbook
- Parent handbook
- School Map
- Staff directory
- Legislation, policies and procedures
- Emergency Management Plan
- School based forms
- Yearly overview of events and important dates
- Term Calendars
- Corporate Applications
- DET induction processes
- GGSS induction for all staff
- Mandated Training – The Learning place
Every staff member will:

- Engage in induction processes and mandated training requirements annually.
- Be aware of corporate and school based documents and policies.
- Follow procedures as outlined in handbooks.
Evidence-based decision making

**Strategies, Policies and Tools**

- Data Conversations with Dashboard and Individual data sets
- GGSS Feedback Practices
- Bookwork Monitoring
- Cluster moderation and School based moderation practices
- Triangulation of data sets

**Every Teacher will:**

- Collect data and record it on OneSchool according to the GGSS curriculum plan and meet timeline requirements.
- Analyse collected data to inform planning of units and lessons with differentiation to meet student needs.
- Undertake frequent monitoring to check for understanding, correct misconceptions and adjust teaching.
- Cluster to moderate on collected data, assessment tasks and to ensure consistency.
- Meet with instructional leaders to discuss data sets to inform future practises to improve student outcomes.
- Provide affirmative and corrective feedback both formally and informally to our students throughout all stages of the learning process, including regularly marking books and providing written, verbal and timely manner.
- Provide feedback to parents through formal and informal reporting and communication processes.
Strategies, Policies and Tools

- GGSS Curriculum Overview
- OneSchool Curriculum Planning
- Weekly planning formats
- Regional Assessment Guidelines and Benchmarks
- 16 Elements of Explicit Instruction
- Explicit Teaching Lesson Structure
- Australian Curriculum Website
- Education Queensland C2C materials - OnePortal
- OneSchool Dashboard – profiles
- Oneschool student/class NAPLAN data
- Differentiation to meet individual needs
- Effective use of ICTs across the Curriculum
- Student needs addressed through flexible learning approaches
Every Teacher will:

- Seek to know every child, both on a personal level and terms of data about learning and performance.
- Differentiate units, lessons and learning events to meet students’ needs to maximise deep learning.
- Incorporate the 16 elements of explicit instruction to maximise engaged learning time.
- Use the 6 principles of effective instruction to underpin these principles when designing and delivering lessons.
- Monitor students’ learning goals and celebrate their successes.
- Foreground assessment, identify critical content produce ‘A’ exemplars and align assessment to teaching.
Targeted and Scaffolded Instruction

Strategies, Policies and Tools

- GGSS Curriculum Plan
- GGSS approach to reading
- GGSS Modelled and Guided Reading Lesson Plans
- GGSS Reading Strategies – based on Beanie Babies, QAR and First Steps in Reading
- Differentiated plans including: IDPs, ICPs, ESPs, EBPs and IEPs to target teaching
- Explicit Instruction – Archer & Hughes – Website – School Based Docs
- Teach Like a Champion v 2.0 - Website
- Diverse Learning Centre forms & documents
- Regional Differentiation documents
Every Teacher will:

- Use contemporary evidence based teaching strategies to best suit lesson goals and students needs to ensure learning outcomes, these will include the use of concrete materials and ICTs to engage all students.
- Work with the Diverse Learning Centre, parents and other visiting agents to develop IDPs, ICPs, ESPs, IEPs and EBPs and target teaching and instruction to these plans.
- Scaffold learning and differentiate instruction back on individual characteristics, learning needs and intended learning goals.
Alignment of curriculum, pedagogy and assessment

**Strategies, Policies and Tools**

- GGSS Curriculum Plan – Year Level – Class Plans
- Assessment task, criteria sheets, A exemplar and modification of assessment tasks
- GGSS balance of coverage of ACARA Content Descriptors

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- GGSS Approaches to teaching and GGSS Explicit Teaching Model
- Moderation Practices – Cluster and school based
- Classroom Visits and feedback practices
- Diagnostic assessment Schedule for OneSchool Data Collection
- Reporting to parents – report cards and parent/teacher interviews
Every Teacher will:

**Curriculum**
- Plan learning events according to the GGSS Curriculum Plan, GGSS approaches to Teaching and document these using the agreed format.
- Ensure learning clear intentions and success criteria are included in planning documentation and are recorded and shared prior to or during the lesson introduction.
- Clearly plan and differentiate learning opportunities that meet the curriculum intent and meet students’ learning needs.

**Pedagogy**
- Ensure that planning will include learning activities that meet student needs and interests. That it includes learning activities that are purposeful to the students’ learning. That planning includes the use of concrete materials, ICT and other learning technologies to best support the purpose of the learning activity.
- use the agreed suite of program to ensure alignment across the school
- use the agreed explicit instruction lesson sequence to design learning that includes the 16 elements, learning goals, warm-ups, gradual release of responsibility in the form of “I do”, “we do” & “you do” and including a review at the end of a lesson.
- inform students of learning goals and teacher expectations of each lesson through the use of WALT, WILF and TIB
- Ensure that opportunities for ‘teacher talk’ are planned to meet the ‘attention span rule’ and fit within realistic time frames.
Assessment

✓ Foreground assessment, identify critical content, criteria and standards and align teaching and assessment. We produce, display and explain an ‘A’ exemplars for assessment tasks.

✓ Develop high quality, real life, and challenging rigorous assessment tasks to motivate and engage a full range of students and use consistent templates to define task information, requirements and performance criteria.

✓ Engage students in peer and self-assessment to enhance learning.

✓ Provide affirmative and corrective feedback both formally and informally to our students throughout all stages of the learning process, including regularly marking books and providing written, verbal and timely manner.

✓ Provide feedback to parents through formal and informal reporting and communication processes.