Pedagogical Framework

Warwick West State School
Our Vision

At Warwick West State School we aim to provide the best educational outcomes for every child. We achieve our purpose by providing a quality curriculum which supports individual needs through a professional progressive and dedicated staff within a safe and productive learning environment.

A successful Warwick West State School student is:

- Confident and motivated for a lifetime of learning
- Considerate and respectful of others
- A positive contributor to school and community
- Demonstrates SHINE values

(WWSS Strategic Plan 2016-2019)

Our Values

At Warwick West State School we value excellence in education through


We value...

Security is when individuals are empowered to take risks in a safe, positive and supportive environment.

Healthy Relationships – we encourage healthy relationships through trust, confidence and appreciation in a non-discriminatory school environment.

Integrity is demonstrated when we value and honour each other with honesty, trust, humour, respect and co-operation.

Nurturing happens when the whole school community works together to support and encourage confidence. In a nurturing situation everyone feels valued and has the opportunity, and is encouraged, to reach their potential.

Excellence occurs when best practice is seen, heard and felt across the whole school community.
The foundations for our Pedagogical Framework are the three pillars

3 Pillars of School-wide Pedagogy

Pillar 1 – Inclusive Curriculum and Pedagogy
Pillar 2 – Coaching and Feedback
Pillar 3 – Purposeful Use of Data

(Darling Downs South West Region Charter for Improvement 2019)

Our Pedagogical Framework reflects the following core systemic principles

Core Systemic Principles of our Pedagogical Framework

1. Student-centred planning
2. High expectations
3. Alignment of curriculum, pedagogy and assessment
4. Evidence-based decision making
5. Safe, supportive, connected and inclusive learning environment.
6. Targeted and scaffolded instruction

(Based on DET Pedagogical Framework 2020)

A Supportive Environment

In order for our Pedagogical Framework to be implemented our school has worked hard to create the right conditions for GROWTH to occur. We are currently undertaking the process of implementing a School Wide Positive Behaviour Plan. This will continue in 2020.

High standards of behaviour are a precondition for learning. As part of the school plan our expectation is that there will be:

- Consistent use of positive behaviour plans in all classrooms.
- Positive behaviour will be recognised and celebrated through “Shining Star of the Month,” Rewards Room, behaviour letters to parents and “Superstar of the Week”.
- We will model and explicitly teach the behaviours we expect.
- The behaviour expectation focus for each week will be highlighted on Friday parade and taught in every classroom the following Monday.
- A high standard of student bookwork and handwriting.
- High quality/ relevant classroom displays will make every classroom an inviting place to be.
- In every classroom the weekly behaviour expectation focus poster will be on display.
Pedagogical Framework: 16 Elements of Explicit Instruction (Archer & Hughes)
embedded in the Dimensions of Teaching and Learning

1. Focus instruction on critical content
2. Sequence skills logically
3. Break down complex skills and strategies into smaller instructional units
4. Design organised and focused lessons
5. Begin lesson with a clear statement of goals and expectations
6. Review prior skills and knowledge before beginning instruction
7. Provide step-by-step demonstrations
8. Use clear and concise language
9. Provide an adequate range of examples and non-examples
10. Provide guided and supported practice
11. Require frequent responses
12. Monitor student performance closely
13. Provide immediate affirmative and effective feedback
   Feedback model: “Three positives and a polisher”
14. Deliver the lesson at a brisk pace
15. Help students organise knowledge
16. Provide distributed and cumulative practice
Continuous School Improvement

At Warwick West State School we strive for continuous improvement in teaching and learning across our school. We know that as teachers we have the biggest impact on student learning. While continuous improvement is a journey with many pathways, we are committed to improving student learning.

In alignment with the DET School Improvement Model we actively seek pathways to maintain an unrelenting focus on the quality of instruction.

This model has three parts:
1. **Where we are** The School Improvement Hierarchy shows us where we are on our improvement journey and what we need to do next.
2. **How we learn** The Inquiry Cycle enables us to understand the steps needed to improve teaching and learning, to plan and enact new practices, and to evaluate what happens.
3. **The impact** The Standards of Evidence provide a vehicle to evaluate the impact of our new practices.

The Inquiry Cycle

Rather than providing a starting point, the Inquiry Cycle is a tool that guides our journey and provides a structure for our work. It shows us as teachers the impact we are having on our students and the steps we need to reach our goals. The Inquiry Cycle empowers us as teachers to work within the strong team structure of the school to develop our own expertise in order to strengthen student learning. It allows us to work together on real challenges from our daily work to see how we can deeply examine our practice and make real improvements to student achievement. It helps us to continually adapt what we do to make the greatest difference for our students.
## What teams of teachers do at each step of the Inquiry Cycle

<table>
<thead>
<tr>
<th>Step</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| **Scan and Assess** | What does the evidence tell us about our students’ learning needs, and what we do that contributes to these?  
   - Scan widely for factors impacting learning in the school— who our students are, what they are learning successfully, where they are struggling, and how we know  
   - Examine the School Data Profile, looking for indicators of potential learning issues  
   - Collect a variety of evidence about what students currently know, understand and can do, and the range of learning  
   - Pinpoint where students have hit limits in their understanding and we are struggling to help them make more progress  
   - Collect information about what and how we currently teach in these areas |
| **Prioritise**     | What challenge of practice should we focus on, to best help our students to progress?  
   - Identify the most significant learning challenges (e.g. where the most students are struggling, where challenges align to current school or Department priorities, and/or where there is most potential to get a lift)  
   - Listen to what students and others in the school and wider networks have to say about these  
   - Identify strengths and expertise in the school that would give us a good chance of tackling specific challenges  
   - Select a specific challenge of practice, and get engagement and buy-in to focus on it together |
| **Develop and Plan** | How can we learn more about what to do differently, and monitor what happens?  
   - Analyse what we currently know and do when we plan and teach students in this area  
   - Find out what the research says about powerful pedagogies and teaching approaches specific to the challenge we’re facing, and decide what to do differently  
   - Work out what further learning, guidance and resources we need to deliver new approaches  
   - Set targets for students’ learning and progress; identify what data and evidence we need to monitor how students are going, and to assess the impact of new approaches on their students’ learning; collect baseline data |
| **Act**            | What happens when we try new approaches?  
   - Learn about and practice new knowledge and skills, including how to assess students’ learning progress  
   - Dedicate time and space to work together regularly—plan lessons, observe lessons and co-teach, reflect on what happened for students  
   - Present and discuss the data collected about what progress students are making, using evidence of what students can do, say, make or write (e.g. work samples, videos, assessment data)  
   - Use this evidence to give each other challenging feedback, and to adjust our teaching approaches |
| **Review**         | What has been the impact of our actions, and how do we know?  
   - Review the progress our students have made (e.g. at the end of a planned program or unit of teaching)  
   - Assess if new approaches are helping student learning, and interrogate why or why not together  
   - Share what we have learned with other teachers and other schools, to help build their knowledge and understanding  
   - Decide if we’ve made enough impact for our students, and what needs to happen next (re-enter the “Scan and Assess” stage) |

## Monitoring Learning

The following questions will form part of our continual monitoring of teaching and learning.

**Five questions for students:**
1. What are you learning?
2. How well are you doing?
3. How do you know?
4. How can you improve?
5. Where will you go for help?

**Five questions for teachers:**
1. What am I teaching?
2. Why am I teaching it?
3. How will I teach it?
4. How will I know when students have learned it?
5. What is next… if it works?... if it doesn’t work?
At Warwick West State School the fundamentals underpinning our Pedagogical Framework are drawn from Education Queensland's *United in Our Pursuit of Excellence- Agenda for Improvement 2012-2016*. As teachers we provide learning experiences that ensure that every day in every classroom, every student is learning and achieving.

**The “Who” (Building Partnerships)**

At Warwick West State School we want every student to SHINE. Therefore students are at the centre of our Framework along with the values and beliefs we hold as a school community.

Warwick West State School is also committed to continuing to work closely with students, parents and the community to improve student learning outcomes. Teachers actively build effective relationships with each student and their family.

**The “What” (School Curriculum)**

Our school’s Pedagogical Framework uses the Dimensions of Teaching and Learning (DOTAL) as the organizer. No dimension exists alone. Each dimension links to and supports the other. Teaching is a complex and challenging art. Attending to these teaching and learning dimensions requires teachers to actively question their practice and the decisions they make in the classroom every day. These decisions are more directed at “What” to teach.

Our school has a coherent and sequenced *Curriculum, Assessment and Reporting Plan* based on the Australian Curriculum. This plan articulates how the Curriculum Into The Classroom (C2C) materials are used across the school and how units of work are to be developed. Our school’s *Curriculum, Assessment and Reporting Plan* details the consistency of assessment, evaluation and moderation that occurs in every classroom in every year level.

Wherever possible teachers in year level cohorts will work together using an “Expert Model” to deliver the curriculum. Teachers work to their own strengths, taking responsibility for teaching Learning Areas across the whole year level or across classes.
Purposeful Use of Data

Together with our *Curriculum, Assessment and Reporting Plan* the Darling Downs South West Region’s *Regional Benchmark Document: A Guide to Diagnostic Tools and Year Level Benchmarks* informs how data is systematically used to guide teaching and show improvement. (Refer to the WWSS Collection of Data Plan)

Differentiation

The Student Services Referral Team consisting of the STLaN teachers, the Head of Special Education Services, Therapists and the Guidance Officers support classroom teachers to differentiate for all learners. This includes timely intervention, alternate programs, modified programs, consolidation and extension programs. *The Maths Attack Program* and the *Explicit Teaching of Reading Program* also support differentiation for Literacy and Numeracy.

The “How” (Teaching Practice- Pedagogy)

Encircling the Dimensions of Teaching and Learning are the ‘16 Elements of Explicit Instruction’ which are drawn from the research of Archer and Hughes as well ‘Assessment Literacies’ from the research of Dr Lyn Sharratt. This aligns with the *Darling Downs South West Region’s 2020 Curriculum-Charter-Reading*.

While the broad construct of the DOTAL helps teachers organize the “What” to teach, the elements provide teachers with the basis for “How” to teach. At Warwick West State School we use these 16 pedagogical practices every day. These elements of “best practice” are evident in all classrooms. They are used when designing and delivering an Explicit Instruction lesson.

There is a clear expectation that these consistent, school-wide effective teaching strategies will be implemented by all teachers. There will be consistent evidence of Explicit Instruction in every classroom.

By implementing the 16 Elements of Explicit Instruction we achieve the six underlying principles:

1. **Optimise engagement time/time on task.**
   (active participation increases learning)

2. **Promote high levels of success.**
   (the more successful students are, the more they achieve)

3. **Increase content coverage.**
   (the more content covered effectively and efficiently, the greater potential for student learning)

4. **Have students spend more time in instructional groups.**
   (Teacher led, skill-level groups enhance learning)

5. **Scaffold instruction.**
   (providing support and structure during instruction promotes success; then fading this support encourages independence)

6. **Address different forms of knowledge.**
   (declarative -facts, procedural- how to use it, and conditional- when and where to use it)
Learning and improving together is now our critical work in 2020

Assessment literacy guides our teaching and learning practices. Teachers and students, who are assessment literate, know where they are heading and how they can organize learning to improve student achievement.

The Assessment Waterfall Chart (below) depicts all the components of assessment for and as learning. The components all weave together to form robust collaborative classroom practices.
The “Capacity” (Instructional Leadership-Coaching)

School leaders actively support teachers’ professional development around Explicit Instruction. In order to deliver high quality pedagogical practice feedback is valued and practised at all levels. A systematic pedagogical feedback process operates under the guidance of the Head of Curriculum. Our goal is to engage with teachers in classrooms to strengthen and support teaching practice as a means to improve student outcomes.

This capacity building is reflected in *Every Student Succeeding: State Schools Strategy 2019-2023* around Teaching Quality. The focus is on using peer observation, feedback, differentiated coaching and learning communities to improve teaching practices.

Coaching - GROWING Together

At Warwick West State School we believe that an important part of being a professional is to continuing to learn and grow. Observing each other teach and having professional conversations around our work in classrooms is an important component of our ongoing professional development.

All teachers at our school are involved in pedagogical feedback each term. Using video recordings, teachers capture a component of a lesson that they want to receive feedback on that is linked to their Case Management plans. Their peers provide feedback observations based on our agreed process.

The following model ensures that both lesson observers, and those teachers whose lessons are being observed, feel safe and collegial. Our goal is all-round growth, not only professionally for the teachers involved, but for the whole school community. Pedagogical feedback is about growth not judgement.
### Our GROWTH Approach for Coaching

- **G**ather data
- **R**elate observations to our school pedagogical framework
- **O**bserve
- **W**armth of discussion
- **T**arget future growth
- **H**onour the expertise of the teachers in our school.

*(Based on the work of Gerald Alford)*

### Feedback is:

- Supportive not judgemental
- Specific to the agreed area of focus
- Confidential
- Descriptive
- Objective not subjective
Our GROWTH Approach

G: Gather data. Teachers reach agreement beforehand as to what is to be observed—what data will be collected.

R: Relate observations to our school pedagogical framework. The focus for observations are directly linked to what our school is striving towards.

O: Observe. Observations are about the lesson and the learner not the teacher. What are the students doing and saying. Teachers are assured that it is about the students and not about them.

W: Warmth of discussion. Feedback is provided as soon after the lesson as possible. All data (feedback sheet) that is collected is shared openly with the teacher. Discussions centre on what really helped the learners.

T: Target future growth. Both parties reflect on the lesson within 48 hours.

H: Honour the expertise of the teachers in our school. Celebrate the expertise of the teaching staff in our school and their willingness to help each other grow through professional sharing and modelling.

“This acronym says it all- true teacher observation is about growth rather than judgement…”

Gerard Alford

GROWTH Observation Sheet

Date: ____________________________

Teacher: _________________________ Peer Coach: _______________________

I want you to look for ____________________________

**FOCUS for COACHING** (Highlight)
- Focus instruction on critical content
- Sequence skills logically
- Break down complex skills and strategies into smaller instructional units.
- Begin lessons with a clear statement of the lesson’s goals and your expectations.
- Review prior skills and knowledge before beginning instruction.
- Provide an adequate range of examples and non-examples
- Provide guided and supported practice.
- Provide immediate affirmative and corrective feedback.

**What did you like about your lesson?** ____________________________

**Is there anything that you would change or do differently?** ________________

**The major strength of your lesson was** ____________________________

<table>
<thead>
<tr>
<th>Focus for observation:</th>
<th>What helped the learners?</th>
<th>(Positive observations)</th>
</tr>
</thead>
</table>

**Polisher:** Have you considered.....?

From this feedback what have you learnt about helping students learn?

__________________________

I now want to focus my professional growth on

__________________________
Steps for a Pedagogical Feedback Coach

Before Feedback

Step 1

Ask the teacher to identify the “Look for” explicit instruction element that they would like to get some feedback on. (Write this on the Observation Sheet—or you could highlight this) Make sure you both agree on what the element is—what does it look like in action.

Observing a Lesson Segment

Step 2

Observe the lesson segment. Record specific examples of evidence of the “Look for” element on an observation sheet eg. What did the teacher say? What did the teacher do? What did the students do, say? We are aiming for at least 3 Positives

Step 3

Reflect on the lesson you have just observed. Identify a major strength of the lesson and record it on the observation sheet.
- The major strength could be directly related to the “look for” element or
- it could be an example of another pedagogical practice that the teacher used that was very effective eg “you ignored that girl who was trying to take you off track and kept the lesson focused because you wanted the lesson to move at a quick pace.”

Step 4

Reflect on the lesson you have just observed. Identify and record “a polisher” A polisher is “a suggestion” to offer to the teacher for their own reflection on their practice.

Providing Feedback

Step 5 (Very important)

Restate the agreed element that was being observed. Ask the teacher two self-reflective questions
- What did you like about your lesson?
- Is there anything that you would change or do differently?
Listen and record their reflections (you are their mirror)

Step 6

Tell the teacher the major strength that you identified. Be specific.

Step 7

Share with the teacher the observations that you recorded. You are providing the teacher with positive feedback on the explicit “look for”. You are identifying specific evidence of the “look for” Do not identify any negatives in the lesson— you are providing feedback on what pedagogical practices did work in their lesson. (From their own self-reflection they will identify practices that did not work.)
Collegial Reflection

Step 8

Share with the teacher your **polisher** suggestion. Try to frame your polisher with

*Have you considered…?*

*What would it look like if…?*

*You might like to think about…*

Step 9

Ask the teacher to reflect on your feedback.

Ask the last two questions on your sheet and record the teacher’s reflective answers.

*From this feedback what have you learnt about your teaching (pedagogical practice)?*

*How did you help students learn?*

*What are you going to work on in the future?*

*(it could be another element or another pedagogical practice)*

Hand the teacher the completed observation sheet for them to file in their coaching folder.
Instructional Design – Appropriate Pedagogy

As skilled practitioners, teachers confidently use numerous Pedagogical Methods incorporating a balance of the four Pedagogical Strategies of Direct, Interactive, Indirect and Experiential learning. At Warwick West State School we use the **Explicit Teaching Method** whenever new concepts or skills are being taught.

**Explicit Teaching Lesson Structure**

By using the **Explicit Teaching Lesson Structure** teachers move students through a Gradual Release of Responsibility Model (Pearson and Gallagher, 1983) in a lesson from...

- Modelling by the teacher → Guided and scaffolded practice → Independent Performance
Sixteen Elements of Explicit Instruction

Anita L. Archer and Charles A. Hughes, 2011

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

1. Focus instruction on critical content - Teach skills, strategies, vocabulary terms, concepts and rules that will empower students in the future and match the students’ instructional needs.

2. Sequence skills logically - Consider several curricular variables, such as teaching easier skills before harder skills, teaching high-frequency skills before skills that are less frequent in usage, ensuring mastery of prerequisites to a skill before teaching the skill itself, and separating skills and strategies that are similar and thus may be confusing to students.

3. Break down complex skills and strategies into smaller instructional units - Teach in small steps. Segmenting complex skills into smaller instructional units of new material addresses concerns about cognitive overloading, processing demands, and the capacity of students’ working memory. Once mastered, units are synthesized (i.e. practiced as a whole).

4. Design organized and focused lessons - Make sure lessons are organized and focused, in order to make optimal use of instructional time. Organized lessons are on topic, well sequenced, and contain no irrelevant digressions.

5. Begin lessons with a clear statement of the lesson’s goals and your expectations - Tell learners clearly what is to be learned and why it is important. Students achieve better if they understand the instructional goals and outcomes expected, as well as how the information or skills presented will help them.

6. Review prior skills and knowledge before beginning instruction - Provide a review of relevant information. Verify that students have the prerequisite skills and knowledge to learn the skill being taught in the lesson. This element also provides an opportunity to link the new skill with other related skills.

7. Provide step-by-step demonstrations - Model the skill and clarify the decision-making processes needed to complete a task or procedure by thinking aloud as you perform the skill. Clearly demonstrate the target skill or strategy, in order to show the students a model of proficient performance.

8. Use clear and concise language - Use consistent, unambiguous wording and terminology. The complexity of your speech (e.g. vocabulary, sentence structure) should depend on students’ receptive vocabulary, to reduce possible confusion.

9. Provide an adequate range of examples and non-examples - In order to establish the boundaries of when and when not to apply a skill, strategy, concept or rule, provide a wide range of examples and non-examples. A wide range of examples illustrating situations when the skill will be used or applied is necessary so that students do not under use it. Conversely, presenting a wide range of non-examples reduces the possibility that students will use the skill inappropriately.

10. Provide guided and supported practice - In order to promote initial success and build confidence, regulate the difficulty of practice opportunities during the lesson, and provide students with guidance in skill performance. When students demonstrate success, you can gradually increase task difficulty as you decrease the level of guidance.
11. Require frequent responses - Plan for a high level of student–teacher interaction via the use of questioning. Having the students respond frequently (i.e. oral responses, written responses or action responses) helps them focus on the lesson content, provides opportunities for student elaboration, assists you in checking understanding and keeps students active and attentive.

12. Monitor student performance closely - Carefully watch and listen to students’ responses, so that you can verify student mastery as well as make timely adjustments in instruction if students are making errors. Close monitoring also allows you to provide feedback to students about how well they are doing.

13. Provide immediate affirmative and corrective feedback - Follow up on students’ responses as quickly as you can. Immediate feedback to students about the accuracy of their responses helps ensure high rates of success and reduces the likelihood of practicing errors.

14. Deliver the lesson at a brisk pace - Deliver instruction at an appropriate pace to optimize instructional time, the amount of content that can be presented and on-task behaviour. Use a rate of presentation that is brisk but includes a reasonable amount of time for students’ thinking/processing, especially when they are learning new material. The desired pace is neither so slow that students get bored nor so quick that they can’t keep up.

15. Help students organize knowledge - Because many students have difficulty seeing how some skills and concepts fit together, it is important to use teaching techniques that make these connections more apparent or explicit. Well organized and connected information makes it easier for students to retrieve information and facilitate its integration with new material.

16. Provide distributed and cumulative practice - Distributed (vs. massed) practice refers to multiple opportunities to practice a skill over time. Cumulative practice is a method for providing distributed practice by including practice opportunities that address both previously and newly acquired skills. Provide students with multiple practice attempts, in order to address issues of retention as well as automaticity.
Organisation of the Sixteen Elements

Explicit instruction is a systematic instructional approach that includes a set of delivery and design procedures derived from effective schools research. It is an unambiguous and direct approach to teaching that incorporates instruction design and delivery. The sixteen elements can be grouped accordingly.

<table>
<thead>
<tr>
<th>Sixteen Elements of Explicit Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
</tr>
<tr>
<td>1. Focus instruction on critical content.</td>
</tr>
<tr>
<td>2. Sequence skills logically.</td>
</tr>
<tr>
<td>3. Break down complex skills and strategies into smaller instructional units.</td>
</tr>
<tr>
<td><strong>Design of Instruction</strong></td>
</tr>
<tr>
<td>4. Design organized and focused lessons.</td>
</tr>
<tr>
<td>5. Begin lessons with a clear statement of the lesson goals and your expectations.</td>
</tr>
<tr>
<td>6. Review prior skills and knowledge before beginning instruction.</td>
</tr>
<tr>
<td>8. Use clear and concise language.</td>
</tr>
<tr>
<td>9. Provide an adequate range of examples and non-examples.</td>
</tr>
<tr>
<td>10. Provide guided and supported practice.</td>
</tr>
<tr>
<td><strong>Delivery of Instruction</strong></td>
</tr>
<tr>
<td>13. Provide immediate affirmative and corrective feedback.</td>
</tr>
<tr>
<td>14. Deliver the lesson at a brisk pace.</td>
</tr>
<tr>
<td>15. Help students organize knowledge.</td>
</tr>
<tr>
<td><strong>Judicious Practice</strong></td>
</tr>
<tr>
<td>16. Provide distributed and cumulative practice.</td>
</tr>
</tbody>
</table>

Foundation Principles

In addition to the explicit instruction elements several underlying principles of effective instruction have emerged from educational research. These principles can be viewed as the underpinnings of effective, explicit instruction, while the elements of explicit can be seen as methods to ensure that these principles are addressed in designing and delivering instruction.

1. **Optimize Academic Learning Time**
   - Maximise the use of instructional time
   - Students engaged and on task at all times
   - Optimizing the amount of time that students are successfully engaged in academic tasks.

2. **Promote High Levels of Success**
   - Break complex skills into obtainable steps
   - Teach prerequisite skills before target skills
   - Provide timely feedback- immediate, corrective and affirmative
   - Provide guided practice
80% correct responses during initial instruction
90-95% correct responses during independent practice.

3. **Increase Content Covered**
   Focus on critical content
   Teach skills, strategies and concepts that generalise into other areas.
   Organise content to promote learning eg graphic organisers.

4. **Have Students Spend More Time in Instructional Groups**
   More time in teacher lead groups versus one-on-one instruction or independent work.

5. **Scaffold Instruction**

6. **Address Different Forms of Knowledge**
   - **Declarative Knowledge**: What something is.
   - **Procedural Knowledge**: How something is done.
   - **Conditional Knowledge**: Knowing when and where to use the skill or strategy.

To teach **Declarative Knowledge** (vocabulary, facts, concepts, rules)
students must…

<table>
<thead>
<tr>
<th>Attend</th>
<th>(to the lesson)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intend</td>
<td>(to learn)</td>
</tr>
<tr>
<td>Rehearse</td>
<td>(practise)</td>
</tr>
<tr>
<td>Retrieve</td>
<td>(actively retrieve information)</td>
</tr>
</tbody>
</table>

To teach **Procedural Knowledge** (skills, strategies)
teachers must use the Gradual Release of Responsibility Model…

<table>
<thead>
<tr>
<th>I Do</th>
<th>We Do</th>
<th>We Do</th>
<th>We Do</th>
<th>We Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>You Do</td>
<td></td>
<td>(gradually fade out the amount of scaffolding)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Active Participation**

Requiring frequent responses and active participation leads to more learning. Eliciting frequent responses
- focuses students’ attention on critical content
- increases engagement
- increases on-task behaviour
- increases student accountability
- reduces inappropriate behaviours
- keeps the lesson moving at a brisk pace
- provides rehearsal of information and concepts
- provides practice of skills and strategies
- allows for retrieval practice of critical content
- allows the teacher to **monitor** understanding, adjust the lesson based on responses, and provide **feedback** to students

| Retrieve - Respond - Retain |

Active participation should involve **all students**, be **structured** and allow adequate **thinking time** (3-6 seconds)
# Opportunities for Active Participation

## VERBAL RESPONSES

<table>
<thead>
<tr>
<th>Response Type</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structured choral response</td>
<td>Used for short answers that are the same, recall and rehearsal of facts</td>
</tr>
<tr>
<td>Structured Partner Responses</td>
<td></td>
</tr>
<tr>
<td>- Think Pair Share</td>
<td></td>
</tr>
<tr>
<td>- Teaching information to a partner</td>
<td></td>
</tr>
<tr>
<td>- Studying with a partner</td>
<td></td>
</tr>
<tr>
<td>Team responses</td>
<td>Used for higher order questions, multiple perspectives or opinions</td>
</tr>
<tr>
<td>Individual turn</td>
<td></td>
</tr>
</tbody>
</table>

## WRITTEN RESPONSES

<table>
<thead>
<tr>
<th>Materials</th>
<th>Response Types</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper</td>
<td>Answers</td>
</tr>
<tr>
<td>Graph paper</td>
<td>Sentence starter</td>
</tr>
<tr>
<td>Graphic organisers</td>
<td>Writing frame</td>
</tr>
<tr>
<td>Journals</td>
<td>Personal notes</td>
</tr>
<tr>
<td>Vocabulary logs</td>
<td>Highlighting</td>
</tr>
<tr>
<td>Post-it</td>
<td>Underlining</td>
</tr>
<tr>
<td>Posters</td>
<td>Brainstorming</td>
</tr>
<tr>
<td>Computers</td>
<td>Quick writes</td>
</tr>
<tr>
<td>Flickers</td>
<td>Quick draws</td>
</tr>
<tr>
<td>Electronic tablets</td>
<td>Exit ticket</td>
</tr>
<tr>
<td>Mini white boards</td>
<td></td>
</tr>
<tr>
<td>Response cards</td>
<td></td>
</tr>
</tbody>
</table>

## ACTION RESPONSES

<table>
<thead>
<tr>
<th>Action Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Act out</td>
<td>Act out an historical event, vocabulary term, concept or process</td>
</tr>
<tr>
<td>Gestures</td>
<td>Students indicate answers with gestures. Show me “parallel” “Show me despondent”</td>
</tr>
<tr>
<td>Facial expressions</td>
<td>Hold up fingers to match numbered answers</td>
</tr>
<tr>
<td>Hand signals</td>
<td>One to five to demonstrate level of understanding</td>
</tr>
<tr>
<td></td>
<td>Level of hand to demonstrate level of understanding (high- forehead, OK –neck, low-abdomen)</td>
</tr>
</tbody>
</table>
### PASSAGE READING PROCEDURES

#### STRATEGIES

| Augmented Silent Reading (Whisper Reading) | 1. Pose pre-reading question  
2. Tell students to read a certain amount and to reread material if they finish early  
3. Monitor students’ reading  
4. Have individuals whisper-read to you  
5. Pose post-reading question |
|---|---|
| Echo Reading | 1. Teacher reads a word, phrase, or sentence  
2. Students “echo” read the word, phrase, or sentence  
3. Useful for building fluency and expression  
4. *Beginning Readers*: Fade as students grow in reading skills  
5. *Older Readers*: Use to introduce difficult words |
| Choral Reading | 1. Read selection with students  
2. Read at a moderate rate  
3. Provide precorrection. “Keep your voice with mine”  
4. *Beginning Readers*: Chorally read text after silent reading or whisper reading  

*Older Readers*: Chorally read wording on slide, directions, steps in strategy, initial part of story/chapter |
| Cloze Reading (deleting word) | 1. Read selection  
2. Pause and delete “meaningful” words  
3. Have students read the deleted words  

*Beginning Readers*: Use for additional practice  
*Older Readers*: Use when you want to read something quickly and have everyone attending |
| Cloze Reading (deleting portion of sentence) | 1. Read first part of a sentence.  
2. Have students read to the end punctuation of the sentence. |
| Individual Turns | 1. Use with small groups  
2. Call on individual student in random order |
3. Vary amount of material read if used with large group,
   - Assign paragraphs for preview and practice OR
   - Utilize the me or we strategy

| Partner Reading | 1. Assign each student a partner |
|                 | 2. Reader whisper reads to partner |
|                 |   a. Narrative - Partners alternate by sentence, page, or time |
|                 |   b. Informational text - Partners alternate by paragraph |
|                 |     Read - Stop - Respond |
|                 | 3. Coach corrects errors |
|                 |   • Ask - Can you figure out this word? |
|                 |   • Tell - This word is ______. What word? |
|                 |     Reread the sentence. |

| Scaffolding Developing Readers | 1. Students read the material together |
|                               | 2. First reader (better reader) reads material |
|                               |   Second reader reads the SAME material |
|                               | 3. Lowest reader placed on triad and reads with another student |
|                               | 4. Partners allowed to say “me” or “we” |
|                               |     Beginning readers: Additional practice |
|                               |     Older readers: After initial part of story/chapter is read with class |

**Judicious Practice**

**Practice is**
- To deliberately perform an activity or exercise
- Regularly or repeatedly
- In order to acquire a skill or
- To improve or maintain one’s proficiency

Feedback on performance should be provided by knowledgeable people.

Note: Practice is different than experience.

**The purpose of practice is…**

1. To gain minimum competency on a skill
2. To improve and gain proficiency on a skill
3. To gain automaticity on foundation skills needed for higher order skills
4. To protect against forgetting
5. To improve transfer of skills
Students must gain automaticity on the foundation skills needed for higher order skills

**Simple Model of the Mind** (Willingham, 2006)

Thinking occurs when you combine information from the environment and Long-Term Memory in new ways.

- **Environment**
- **Working Memory** (site of Awareness and of Thinking)
- **Long-Term Memory**
  - Permanent Memory
  - (Factual Knowledge, Procedural Knowledge)

**Storage Strength (Memory)**
- How well we learn something
- How familiar the information becomes
- Increases with effective study and use

**Retrieval Strength**
- How easily a nugget of information comes to mind
- Increases with effective study and use

You can't get the benefit of automaticity without practice.

*Automaticity frees the mind*

**Automaticity – Reading**

Automaticity in Reading is “the ability to read connected text rapidly, smoothly, effortlessly, and automatically with little conscious attention to the mechanics of reading” such as decoding.” (Meyer & Felton, 1999)

Fluency is related to reading comprehension.

Both empirical and clinical research support the relationship between fluent oral reading and overall reading ability including comprehension. (Cunningham & Stanovich, 1998; Fuchs, Fuchs, & Maxwell, 1988; Gough, Hoover, & Peterson, 1996; Herman, 1985; Jenkins, Fuchs, Espin, van den Broek, & Deno, 2000)

When students read fluently, decoding requires less attention. Attention can be given to comprehension. (Samuels, Schermer, & Reinking, 1992)
Automaticity- Maths Facts

Students who recall their basic facts accurately and quickly have greater cognitive resources available to learn more complex tasks or concepts. (McCallum, et al., 2006; Poncy, et al., 2006).

Students who do not know basic Math facts to the point of automaticity have problems with higher level math.” (Cumming & Elkins, 1999)

Continued practice is a protection against forgetting.

Before you can transfer what you have learned in one context to a new context you need to have mastered it.

If you haven’t mastered it, you can’t transfer it.

How can we optimize practice?

We can optimize practice by building into our teaching structured opportunities for...

1. Deliberate practice
2. Retrieval practice
3. Distributed practice (Spaced practice)
4. Varied practice
5. Mixed practice (Interleaving)

Deliberate practice

Is goal-oriented practice consciously devoted to improvement of a skill.

- **Time** devoted to learning activities
- Where a skill is **being developed**
- Under conditions of
  - **TEACHER guidance**
  - corrective **feedback**
  - **conscious mental focus** (students attend and intend to learn)

(Hattie and Yates, 2014)

Retrieval Practice

“One of the most striking research findings is the power of active retrieval testing to strengthen memory and that the more effortful the retrieval, the stronger the benefit.” (Brown, Roediger, McDaniel, 2014)

Retrieval Practice makes learning STICK far better than re-exposure to the original material.

*Our job as teachers is to make it STICK!*
Example Procedures to use for Retrieval Practice during WARM UPS:

1. Practice without scaffolding
2. Low-stakes quizzing (pop quiz)
3. Rapid retrieval practice
4. Retrieval Practice Games
5. Quick write
6. Quick draw
7. Flash cards
8. Multiple-choice items using hand signals or Plickers
9. Written answers
10. Writing frames

Retrieval Practice Benefits
- learning
- durable retention

Effortful Retrieval Practice
- stronger learning
- stronger retention

Delayed Effortful Retrieval
- more learning
- more retention

If accompanied by feedback = more learning

Repeated Retrieval
- more learning
- more ease of retrieval

Students often overestimate how well they have mastered their learning. When they reread and reread a text, they become familiar with the text, giving them a false confidence. They think that if they can recall it now they can recall it in the future. We need to teach them how to quiz themselves about the learning.

By teaching students how to self-test they will understand what they know and don’t know. Recalling what you have learned causes your brain to reconsolidate the memory, which strengthens its connections to what you know and makes it easier to recall in the future.

We need to teach our students how to study in order to be able to self-test

Retrieval Practice-Example Procedures for Self-Testing
1. Self – quizzing
2. Flash cards
3. Recall - verbal
4. Recall - written
5. Read – Cover – Recite – Check (LSCWC)
6. Cover – Recite – Check
7. Do item – Check
Which is better Mass Practice or Spaced Practice?

Mass Practice- 1 hour of practice  
Versus  
Spaced Practice- 6 X 10 minute practice sessions

**Stronger retention of knowledge occurs when practice is SPACED**

Gains achieved in massed practice are transitory and melt away quickly. (Brown, Roediger, McDaniel, 2014)

**Spaced Practice (Initial Independent Practice- You Do)**

- Occurs under watchful eye of the teacher  
- Occurs after I Do (explicit modelling)  
- Occurs after We Do and with 80% accuracy of responses from the class (need to reteach)  
- Teachers provide numerous practice opportunities within the teacher-directed lesson to build accuracy.  
- Provide immediate feedback after each item.

**Spaced Practice (Distributed Practice)**

- Only move on to Distributed Practice when response rate from class has reached 90-95% or more  
- Studying or practicing a skill in short sessions overtime.  
- Distributing practice overtime (versus massing practice in one session) aids retention in a variety of academic areas.

**Spaced Practice (Cumulative Review)**

- Provide **intentional review** of previously taught skills/strategies/concepts/vocabulary/knowledge.  
- Goal is to increase long-term retention.

**What interval?**

- Enough time that a little forgetting has set in leading to more effort.  
- Not so much time that retrieval requires relearning of the material.
To retain factual information, foreign vocabulary, scientific definitions, etc, practice must be structured and planned. The following schedule may be used:

**Each Maths lesson, actively retrieve/practice:**
Something from.....

- yesterday
- last week (that you have identified as needing more practice)
- a month ago (apply in a problem solving situation)

**At Warwick West State School we...**
- Identify the critical content for our ‘Maths Attack’ Program
- Embed Retrieval Practice into the Mathematics Program to improve student achievement in Mathematics
- All classes implement a planned and structured retrieval component for Mathematics each day

**How well you teach = How well they learn**

**Our Belief about Learning**


*Together we succeed.*
CUT the fluff and TEACH the stuff!

WALK Around
LOOK Around
TALK Around

Formula for Feedback
Praise
Encourage
Correct

Types of Feedback
FACT - Tell
STRATEGY - Guide

If you expect it, pre-correct it!

Review = Ask, don't Tell
Foundation Principle #2
To achieve high levels of success aim for:
• 80% correct responses during initial instruction and
• 70-75% correct responses during independent practice
IF NOT, re-teach!

Foundation Principle #1
Increasing the time students are successfully engaged in academic tasks, the stronger the impact on achievement.

Foundation Principle #4
more academic content covered

effective and efficient coverage

MORE STUDENT LEARNING

Foundation Principle #3

Teach different forms of knowledge

Declarative
(VOCABULARY, FACTS, CONCEPTS & RULES)

Procedural
(SKILLS & STRATEGIES)

Conditional
(WHEN DO I USE THIS?)

Foundation Principle #4a
Procedure for teaching VOCABULARY, FACTS, CONCEPTS & RULES

1. Attend
2. Intend
3. Rehearse
4. Retrieve

Foundation Principle #4b
Procedure for teaching SKILLS & STRATEGIES

1. I DO
2. WE DO
3. YOU DO

"It's not the amount of I Do's, but We Do's that equal success"
ELEMENT 1: Focus instruction on critical content

WALT: Teach skills, strategies, vocabulary terms, concepts and rules that will empower students in the future and match the students’ instructional needs.

WILF: Deliberate, systematic and explicit teaching of information, skills and strategies that students must master.

TIB: Focussed instruction facilitates higher student learning.

What does it look like in your classroom?
- Planning documents identify critical content of units of work
- WALTs, WILFs and TIBs communicate the intent of lessons
- Lessons are structured to enable efficient delivery of content
- Students’ individual needs are considered
- Time that students are actively engaged in learning is maximized

“Teach the stuff and cut the fluff”

Further Information:
www.explicitinstruction.org
Videos that illustrate the elements of explicit instruction can be found on this website.
**ELEMENT 2:** Sequence skills logically

**WALT:** Streamline the teaching of skills to enable students to consolidate and build upon prior learning

**WILF:**
- Mastery of pre-requisite skills
- Consideration of the difficulty of skills and the frequency of skill usage
- Separation of similar strategies and skills to avoid confusion

**TIP:** Sequenced delivery of skills facilitates increased student learning

---

**What does it look like in your classroom?**

- Pre-requisites to skills are identified and mastered before teaching the new skills
- Easier skills are taught before harder skills
- High-frequency skills are taught before skills that are less-frequent in usage
- Students are able to make connections to prior learning
- Students’ individual needs are considered

---

"How well you teach = How well they learn"

---

Further Information:
- [www.explicitsession.org](http://www.explicitsession.org)
- Videos that illustrate the elements of explicit instruction can be found on this website.
**ELEMENT 3:** Break down complex skills and strategies into smaller instructional units.

**WALT:** Teach in small steps.

**WILF:** Segmenting complex skills into smaller instructional units of new material which leads to mastery allowing for units to be considered as a whole.

**TIB:** To avoid cognitive overloading, overloading of processing demands and overloading of students’ working memory.

**What does it look like in your classroom?**
- Deliberate practice leading to automaticity
- Student success leading to new steps and learning
- Lessons are structured to enable efficient delivery of content

“Increasing the time students are successfully engaged in academic tasks - the stronger the impact on achievement.”

---

Further Information:
- Videos that illustrate the elements of explicit instruction can be found on this website.
**ELEMENT 4:** Design organised and focused lessons.

**WALT:** Make sure lessons are organised and focused, in order to make optimal use of instructional time;

**WILF:** Organised lessons are on topic, well sequenced, and contain no irrelevant digressions.

**TIB:** Lesson digressions reduce the amount of time available for purposeful instruction / student learning.

**What does it look like in your classroom?**
- Lessons are started on time and time available is optimised for learning
- WALTs, WILFs and TIBs communicate the intent of lessons
- Teachers are prepared
- Students’ individual needs are considered
- Time that students are actively engaged in learning is maximized

"More academic content covered + effective and efficient coverage = MORE STUDENT LEARNING."

Further Information:
[www.explicit-instruction.org](http://www.explicit-instruction.org)
Videos that illustrate the elements of explicit instruction can be found on this website.
**Explicit Instruction at Warwick West SS**

**ELEMENT 5:** Begin lessons with a clear statement of the lesson goals and your expectations

**WALT:** Design and deliver lessons where the intent of the lesson and the teacher’s expectations are clearly stated at the beginning of the lesson.

**WILF:** Gain students’ attention; Explain to students the learning intentions (WALT); and success criteria for the lesson (WILF); and why it is important (TIB).

**TIB:** Students achieve better if they understand the instructional goals and outcomes expected, as well as how the information or skills presented will help them.

**What does it look like in your classroom?**

- Gaining students’ attention
- State the curriculum intent of the lesson (WALT);
- How the curriculum intent will be learned (WILF);
- Why this curriculum intent is important (TIB);
- WALT, WILF and TIB posters in the room.

“**WALT = We Are Learning To**”

“**WILF = What I’m Looking For**”

“**TIB = This Is Because...**”

Further Information:
www.esls.comstruction.org
Videos that illustrate the elements of explicit instruction can be found on this website.

**Warwick West State School**

**SHINE**
Explicit Instruction at Warwick West SS

ELEMENT 6: Review prior skills and knowledge before beginning instruction

WALT: Review skills and knowledge taught previously before building on or beginning new instruction

WILF: Interactive warm-up where all students can elicit frequent responses that demonstrate their understanding

TIB: “Students need to have mastered previous knowledge or skills before they are able to learn a new skill. Knowing whether your students have these prerequisite skills in critical to the instruction process. Without verifying student prerequisite skills, you might begin instruction only to find your students are unable to learn the new material; if so, time is wasted and errors are made.” Archer, A. & Hughes, C. (2011). Explicit Instruction: Effective and Efficient Teaching, p.26

What does it look like in your classroom?

➢ Interactive warm-up activity with retrieval practice
➢ Review of prerequisite content/skills in the warm-up are identified and mastered before teaching the new skills
➢ Students are able to make connections to prior learning
➢ Students’ individual needs are considered
➢ Active participation strategies including verbal (choral, echo, partners, individual etc.); Written (whiteboards, response cards etc.); or Action Responses (facial expressions, hand signals, acting out etc.)

“Review = Ask, don’t tell”

Further Information:
www.explicitinstruction.org
Videos that illustrate the elements of explicit instruction can be found on this website.
Explicit Instruction on the Southern Downs

**ELEMENT 7:** Provide step-by-step demonstrations

**WALT:** When explicitly teaching a new skill or strategy teachers need to clearly demonstrate the new skill or strategy (I DO).

**WILF:** When modelling the new skill or strategy teachers will consciously and deliberately break the skill down into manageable, sequential steps to build success for students.

**TIB:** A dynamic demonstration by a teacher clearly modelling a target skill or strategy provides students with a model of proficient performance they can use.

**What does it look like in your classroom?**

- When modelling a target skill or strategy teachers would use the "Think Aloud" strategy as they model the skill. (Articulating the thought processes going on in their mind)
- The "Think Aloud" would model not only how to do the skill (procedural knowledge) but also the decision-making processes around when to use the skill of strategy (conditional knowledge).
- Thinking Aloud gives students access to the self-questions, self-instructions and decision that occur as a problem is solved or a task is completed.
- Before modelling teachers can ask themselves “What are the common errors that students might make?” and precorrect those errors as they model.
- Teachers provide a series of instructional supports or scaffolds
  - Firstly when make logical decisions about the selection and sequencing of the content/skill to be taught
  - Secondly when they then break down that content/skill into manageable instructional units based on students’ cognitive capabilities (eg working memory capacity, attention and prior knowledge)

Further Information:
www.explicitinstruction.org
Videos that illustrate the elements of explicit instruction can be found on this website.
**ELEMENT 8:** Use clear and concise language.

**WALT:** When modelling new skills or strategies it is important to use consistent, unambiguous wording and terminology.

**WILF:** As teachers explicitly model new skills and strategies they use **Clear, Consistent and Concise** language.

**TIB:** Modelling and *think-alouds* help students internalize and remember the steps and decisions involved in using a new skill or strategy, therefore demonstrations should include only the critical aspects of the problem-solving/task-completing process.

**What does it look like in your classroom?**

- Non-example: Do not describe every possible thought or behaviour during the *think-aloud* as this will make it difficult or impossible for students to remember the key steps.
- Keep the modelling simple. The more concise the think-aloud, the more likely students will remember the steps and processes.
- Teachers should decide on the “**best phrasing and key words**” for the students and stick to it.
- Having a common language allows teachers to provide specific feedback to students around the steps and processes they are using as they practice the new skill/strategy.
- Clear, concise and consistent language can also be recorded as prompts for later use by students as they practice
  - Physical prompts (use of movements)
  - Visual prompts (charts, key words)
  - Verbal prompts (BOMDAS)

**Three C’s = Clear, Consistent, Concise**

---

**Further Information:**
[www.explicitinstruction.org](http://www.explicitinstruction.org)  
Videos that illustrate the elements of explicit instruction can be found on this website.
Explicit Instruction at Warwick West SS

**ELEMENT 9:** Provide an adequate range of examples and non-examples.

**WALT:** Provide a wide range of examples and non-examples.

**WILF:** Examples of when and when not to apply a skill, strategy, concept, or rule.

**TIB:** In order to establish the boundaries of when and when not to apply a skill, strategy, concept, or rule.

**What does it look like in your classroom?**

- Examples of vocabulary terms used correctly
- Non-examples of vocabulary terms with explanation as to why the term has not been used correctly
- Examples and non-examples of when and when not to apply rules listed on anchor charts

**Further Information:**
[www.explicitinstruction.org](http://www.explicitinstruction.org)
Videos that illustrate the elements of explicit instruction can be found on this website.

**Teach different forms of knowledge:**

<table>
<thead>
<tr>
<th>Declarative</th>
<th>Procedural</th>
<th>Conditional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary, facts, concepts and rules</td>
<td>Skills and strategies</td>
<td>When do I use this?</td>
</tr>
</tbody>
</table>
**Explicit Instruction at Warwick West SS**

**ELEMENT 10:** Provide guided and supported practice.

**WALT:** Regulate the difficulty of practice opportunities during the lesson and provide students with guidance in skill performance.

**WILF:** When students demonstrate success, gradually increase task difficulty as you decrease the level of guidance.

**TIB:** High levels of success are associated with increased rates of learning, so students need teacher-provided supports as they begin to practice new or difficult skills.

**What does it look like in your classroom?**

- Scaffolded learning experiences
- Physical prompts gradually faded out
- Verbal prompts (directives, questions or reminders) gradually faded out
- Visual prompts (anchor charts) gradually faded out
- Consistent language from I Do phase to We Do phase
- Posing why or how questions that promote and verify understanding

---

**Further Information:**
www.explicitinstruction.org
Videos that illustrate the elements of explicit instruction can be found on this website.

---

"It's not the amount of I Do's, but We Do's that equals success."

---

Warwick West State School  
SHINE
ELEMENT 11: Require Frequent Responses

WALT: Teach the lesson requiring a high level of student-teacher interaction via the use of questioning.

WILF: Lessons structured to require verbal, written or action responses; where all students respond or there are choral responses, partner responses, group responses or individual responses.

TIB: Having the students respond frequently increases engagement; increases on-task behaviour; increases accountability; promotes desired behaviours; keeps the lesson moving at a brisk pace; allows the teacher to check for understanding of all students which allows for lesson adjustment to occur if necessary; and provides the students with immediate feedback.

What does it look like in your classroom?

- Questioning framed so that all students respond;
- Verbal, Written or Action responses;
- Individual responses; partner responses; group responses and/or choral responses;

“Look, lean, listen and whisper”

Further Information:
Videos that illustrate the elements of explicit instruction can be found on this website.
**ELEMENT 12:** Monitor student performance closely

**WALT:** Carefully watch and listen to students’ responses involving scanning, interacting and movement by the teacher

**WILF:** Close monitoring enabling teachers to provide feedback (including corrections and affirmations) to students about how they are performing

**TIB:** Close monitoring allows teachers to verify student performance, as well as make timely adjustments in their instruction if students need further guidance.

**What does it look like in your classroom?**

- Careful listening of students’ oral responses;
- Scanning of written or action responses;
- When monitoring, ask yourself these questions:
  - Is each response correct or incorrect?
  - If incorrect, how could this be corrected? If correct, what affirmation could be used?
  - Does the lesson need to be modified? Do skills,strategies need to be retaught?
  - What changes need to be made in future lessons?

"Walk around.
Look around.
Talk around"

Further Information:
www.explicitinstruction.org
Videos that illustrate the elements of explicit instruction can be found on this website.
ELEMENT 13: Provide immediate affirmative and corrective feedback

WALT: Follow up on students’ responses as quickly as possible to close the gap between current performance and desired response.

WILF: Careful monitoring of student responses, giving focused praise and feedback on what students’ have learnt.

TIB: Immediate feedback to students about the accuracy of their responses helps ensure high rates of success and reduces the likelihood of practicing errors.

What does it look like in your classroom?

➢ Question, response, monitor, feedback
➢ Informing a student if a response is correct or incorrect, if understanding is correct or flawed, and sharing what can be done to improve performance
➢ Feedback is immediate, specific and informative, delivered with appropriate tone, ended with the student giving the correct response
➢ Focused praise on achievement, effort, learning, task performance and attributes the student can control.

“Walk around, talk around, look around.”

Further Information:
www.explicitinstruction.org
Videos that illustrate the elements of explicit instruction can be found on this website.
ELEMENT 14: Deliver the lesson at a brisk pace

WALT: Deliver instruction at an appropriate pace to optimize instructional time, the amount of content that can be presented, and on-task behaviour.

WILF: Using a rate of presentation that is brisk but includes a reasonable amount of time for students’ thinking/processing, especially when they are learning new material.

TIB: It optimises learning time.

What does it look like in your classroom?

➢ Being prepared
➢ Providing just enough thinking time and response time (3 – 6 seconds)
➢ After providing feedback, move on
➢ Avoid digressions
➢ Utilising instructional routines

“Perky not pokey”

Further Information:
www.explicitinstruction.org
Videos that illustrate the elements of explicit instruction can be found on this website.
Explicit Instruction at Warwick West SS

**ELEMENT 15:** Help students organise knowledge

**WALT:** Use teaching techniques that make connections more apparent or explicit.

**WILF:** Deliberate connections being made between previously learnt material and new material – concepts and skills.

**TIB:** Well-organized and connected information makes it easier for students to retrieve information and facilitate its integration with new material.

**What does it look like in your classroom?**

- Graphic organisers, writing frames
- Sequenced learning
- Metalinguage
- Clear expectations and maintenance of student workbooks

"Teach with passion, manage with compassion"

Further Information:
www.explicitinstruction.org
Videos that illustrate the elements of explicit instruction can be found on this website.
Explicit Instruction at Warwick West SS

**ELEMENT 16:** Provide distributed and cumulative practice

**WALT:** To provide opportunities for distributed and cumulative practice

**WILF:** Instructional techniques and planning documents that clearly articulate practice opportunities for students.

**TIR:** Provide students with multiple practice attempts, in order to address issues of retention as well as automaticity.

**What does it look like in your classroom?**

- Planning documents identify practice opportunities
- Deliberate, retrieval, distributed, varied and mixed practice embedded in the classroom routine
- Practice without scaffolding, low stakes quizzing, rapid retrieval practice, quick writes/draws, flash cards etc.

"Learning is not a spectator sport"

Further Information:

[www.explicitinstruction.org](http://www.explicitinstruction.org)
Videos that illustrate the elements of explicit instruction can be found on this website.
Core Systemic Principles  
(Based on DETE Pedagogical Framework 2013)

Our Pedagogical Framework reflects the following core systemic principles. At our school they are evident in the following practices:

**Student-Centred Planning**

At Warwick West State School this looks like…

| Decisions based on knowledge of all the students and their prior attributes | • Data samples used to identify students for targeted intervention eg PAT R and PM Reading levels used when grouping students for Explicit Teaching of Reading  
• ICPs developed for students with special needs |
| --- | --- |
| Range of agreed data used to tailor learning pathways and target resources. | • Data collected as detailed in the Curriculum, Assessment and Reporting Plan  
• Minimum regional expectations used to set targets. |
| Frequent monitoring and diagnostic assessment to inform differentiation. | • Referrals to the Support Services Referral Team. |

**High Expectations**

At Warwick West State School this looks like…

| Comprehensive and challenging learning goals for each student based on agreed data sets. | • Reading-ability groups based on NAPLAN, and PM Benchmark results  
• Support of SEP students through an ICP.  
• Explicit Teaching of Reading as an identified school priority.  
• Records for home reading. |
| --- | --- |
| Deep learning through higher order thinking and authentic contexts. | • Implementation of C2C Units which support deep learning and higher order thinking.  
• Teacher Librarian supporting the teaching of Writing.  
• Innovative design for SEP program.  
• Expert model of teaching used in year level cohorts. |
| Agreed procedures for ongoing induction, coaching, mentoring and support in teaching and learning for all staff. | • Classroom Walk Throughs  
• Involvement of all teachers in coaching sessions and peer observations with the Leadership Team. |
**Alignment of Curriculum, Pedagogy and Assessment**

At Warwick West State School this looks like…

| Pedagogy aligned with curriculum intent and demands of the learning area/subject, general capabilities and cross-curriculum priorities. | • School wide implementation of C2C for English, Maths, Science, History and Geography.  
• Explicit teaching of reading.  
• ICT embedded in all Learning Areas. |
|---|---|
| Assessment, with explicit criteria and standards, planned up front and aligned with teaching. | • Common assessment tasks and GTMTJ sheets used in Learning Areas and Key Learning Areas by all teachers in all year levels.  
• Assessment is front ended with assessment tasks guiding planning/ teaching and learning considerations.  
• Guide To Making Teacher Judgements (GTMTJ)/ Criteria Sheets analysed by teachers during the planning phase.  
• All C2C assessment tasks undertaken by all teachers in each year level and assessed using the given GTMTJ sheet.  
• Common planning template used for Learning Area planning (HPE, The Arts, Technology). These are stored in G Drive.  
• GTMTJ Sheets explained to students.  
• Exemplars of work shared with students.  
• Adjustment of assessment tasks for SEP students and those with IEP. |
| Lesson design and delivery, including monitoring and data collection practices, consistent across the school and learning area. | • Explicit teaching of reading taught at the same time in each year level.  
• Consistent use of "WALT WILF and TIB" charts/ explanations used in every classroom.  
• Anchor charts and topic related charts used in every classroom.  
• NAPLAN data and PAT R data used to inform planning and teaching reading.  
• Archer and Hughes 16 Elements of Explicit Instruction evident in lesson design and delivery.  
• Involvement of STLan and SEP staff in planning (Student Support Services Team meetings).  
• Teacher Aides supporting delivery of Explicit Teaching and Reading Program and data collection process. |
| Moderation practices to support consistency of teacher judgement about assessment data. | • Year level moderation at nominated Team Meetings.  
• Involvement of all teachers in District moderation.  
• Common assessment tasks and GTMTJ sheets used in Learning Area and Key Learning Areas by all teachers in all year levels. |
**Evidence Based Decision Making**

At Warwick West State School this looks like…

| Teaching and learning informed by student performance data and validated research. | • Reading group composition based on identified needs of individual students and reviewed each term by STLaN teachers and class teachers.  
• Data analysis used to identify and plan content/ skills/ strategies and processes to be included in each year levels Explicit Teaching of Reading Program.  
• Teacher aides will take students to revise fundamental sounds and Fry Words.  
• Sounds, vocabulary and sight words revised in consolidation sessions and warm ups. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality evidence of the sustained impact of the agreed teaching methods is used to inform teaching and learning.</td>
<td>• Data collection undertaken as per the school Curriculum, Assessment and Reporting Framework and fed back to teachers for analysis and inclusion in the Explicit Teaching of Reading planning each term.</td>
</tr>
</tbody>
</table>
| Agreed feedback practices for staff, parents and students. | • Teachers to feedback to students their results based on GTMTJ criteria.  
• Written reporting to parents each semester.  
• Interview with parent offered each semester.  
• NAPLAN Report included with Semester Two written report for Years 3 and 5 students.  
• Student’s PM Level or PAT R results reported to parents as part of report card process. Reference is also made to District Minimum Expectations for the specific year level.  
• Explanation of Stanines and PM Levels to staff by STLaN.  
• Analysis of standardised tests by STLaN and shared with teachers.  
• Diagnostic results and tests recorded on student profile and regularly updated in One School. |

**Safe, Supportive, Connected and Inclusive Learning Environments**

At Warwick West State School this looks like…

| Consistent, whole-school approaches to classroom and behaviour management, recognition of difference, student well-being and development of student autonomy. | • PBL. Program being implemented across the school.  
• Explicit teaching of positive behaviours operating across the school and reinforced on parade, in classroom lessons and posters.  
• Responsible Thinking process embedded in each classroom- including question sheet and set process to follow for referrals.  
• Pink tickets at lunch time.  
• Formation of individual classroom (and specialist teacher’s) expectations at the beginning of each year and reviewed each term. Expectations displayed in every classroom using the Y chart.  
• Overarching SHINE values highly visible and reinforced on parade.  
• Rewards Program in place including- Shining Star of the Week/ Month, individual behaviour card, rewards room, positive comments in One School etc.  
• Behaviour levels fed back to parents for students in Years 6.  
• Orange sticks for emergency response clearly visible in every classroom.  
• One school behaviour records and positive comments maintained regularly.  
• STLaN and SEP teachers working closely with class teachers to plan and implement learning programs that meet individual differences.  
• Regular Student Support Referral Team meetings with year level groups.  
• Chaplain- Breakfast program. |
| --- | --- |
**Targeted and scaffolded instruction**

At Warwick West State School this looks like…

| Comprehensive range of agreed contemporary teaching strategies that support curriculum intent, engage students and exploit available technology. | • Implementation of 16 elements of Explicit Instruction (Archer and Hughes)  
• Consistent use of “WALT WILF and TIB charts/ explanations used in every classroom.  
• Use of Mini White Boards throughout the school for active participation and retrieval practice.  
• Consolidation sessions and warm ups used specifically for Reading, Spelling, Number Facts and in other Learning Areas.  
• ICT’s are integrated in all areas of the curriculum. Teachers and students interact with various digital devices e.g. ipads, smart boards  
• Posters/charts/exemplars of current work on display in classrooms.  
• Clear expectations especially around I Do, We Do and You Do sessions with charts on display in all classrooms. |
|---|---|
| Differentiated and scaffolded teaching based on identified needs of students. | • Reading groups (targeted ability grouping around specific needs).  
• SEP- supported small learning groups that focus on literacy and numeracy  
• Teacher aides to assist groups in classrooms.  
• Flexible differentiation- adapting lessons as per students in group. |