LAIDLEY
State High School

Teaching and Learning at Laidley High

Our School-wide Pedagogical Framework

SCHOOL WIDE PEDAGOGICAL FRAMEWORK

Laidley SHS Pedagogical Framework outlines a collaboratively developed and research validated approach to teaching that will lead to the maximisation of student learning outcomes at our school. Staff will be supported understand and consistently apply this framework through a variety of processes that support professional learning, including instructional leadership from school leaders, curriculum leaders and peers.

Our school has synthesised a number of researched based educational theories and processes to create this holistic framework that is responsive to the background and learning needs of our students and school community. These underpinning theories and processes include:

- Explicit Teaching (Archer & Hughes 2011)
- Dimensions of Teaching and Learning (Education Queensland)
- Gradual Release of Responsibility (Pearson and Gallagher – 1993)
- Symphony of Teaching and Learning (Hodgson & Sippel, Education Queensland 2011)
- Australian Professional Standards for Teachers (AITSL)
- Blooms Taxonomy
- Laidley SHS 8 Key Literacy Strategies

Our framework supports our school vision *Aspiring Together … A World of Opportunities!* and enables our school to deliver effectively on the four strategic priorities identified in our 2013 – 2016 school strategic plan. These strategic priorities include **1) Expert Teaching, 2) A Strong Learning Culture, 3) A Positive and Productive School Community and 4) Successful Transitions and Destinations.** Our framework also compliments our six (6) school ASPIRE Values (Ambition, Self Belief, Perseverance, Integrity, Respect, Empathy) and our four (4) Positive Behaviour Principles (Learning, Respect, Responsibility, Safety).

Our school pedagogical framework is organised into four (4) key elements of effective pedagogical practice in response to our local context and the characteristics, learning needs and ambitions of our students.

1. **Student Centred Curriculum Planning**
2. **Quality Teaching and Learning**
3. **Purposeful Monitoring and Assessment**
4. **Productive Classroom Environment**

Our school has developed a range of practices and strategies to effectively and consistently embed these key elements within daily teaching and learning practices. These elements support Education Queensland's six (6) key pedagogical priorities of **1) Student Centred Planning, 2) High Expectations, 3) Alignment of Curriculum, Teaching and Assessment, 4) Evidenced Based Decision Making, 5) Targeted and Scaffolded Instruction and 6) Safe, supported, connected and inclusive classroom learning environments**

A range of teacher development strategies and processes are outlined in this framework that enable the consistent enactment of our pedagogical approach and support teachers with the ongoing development and refinement of their pedagogical practice. These teacher development key processes include teacher induction, instructional leadership, classroom walkthroughs, peer and supervisory lesson observations, mentoring, coaching, professional development and developing performance planning. Clearly defining these development strategies enables our school to effectively monitor and increase the sustained impact of our practices on the achievement of every student.

Our pedagogical framework provides our school community with a clear and consistent approach to build the professional capability of our teachers, improve the learning experience, capability and outcomes of our students. This framework and associated materials enable us achieve our vision of *Aspiring Together* to create *A World of Opportunities!* with and for our students.

Michael Clarkson
Principal

LAIDLEY
State High School

SCHOOL-WIDE PEDAGOGICAL FRAMEWORK

DEVELOPING QUALITY TEACHERS
Professional Reflection, Lesson Observation
Coaching, Mentoring and Feedback

Laidley SHS ASPIRE Values

- AMBITION
- SELF RESPECT
- PERSEVERANCE
- INTEGRITY
- RESPECT
- EMPATHY

STUDENT CENTRED CURRICULUM PLANNING

QUALITY TEACHING AND LEARNING

EFFECTIVE PEDAGOGICAL PRACTICE

PURPOSEFUL MONITORING AND ASSESSMENT

PRODUCTIVE CLASSROOM ENVIRONMENT

Laidley SHS Positive Behaviour Principles

- LEARNING
- RESPECT
- RESPONSIBILITY
- SAFETY

STUDENTS' FUNDAMENTAL LEARNING REQUIREMENTS

QUALITY FEEDBACK
For learning

POSITIVE RELATIONSHIPS
With teachers and peers

HIGH EXPECTATIONS
All students can learn and achieve

PRODUCTIVE CLASSROOMS
Every student must be learning

RELEVANCE
To prior knowledge and capabilities

ATTENDING SCHOOL
Every Day

Aspiring Together... A World of Opportunities!

STUDENT CENTRED CURRICULUM PLANNING

The classroom teacher will:	School Strategies, Policies and Tools	Archer & Hughes	Australian PST
• Seek to **know every child**, both on a personal level and in terms of data about learning and performance	• **LSHS Curriculum, Assessment and Reporting Plan** • **LSHS Class Differentiation Plan** template		**Standard 3** Plan for and implement effective teaching and learning
• **Collect information and analyses data** to understand learner's prior knowledge and learning needs and inform planning and differentiation	• **OneSchool Class Profile** • **OneSchool Student/Class NAPLAN data** • **16 Elements of Explicit Instruction**	**Elements 3, 6, 10, 11, 12, 15**	
• Possess **deep and current knowledge** about teaching, learning, assessment and curriculum and apply this to instructional design	• **Explicit Instruction Learning Sequence** • **Australian Curriculum** • Education Qld **C2C Materials**	**Elements 1, 4, 11, 14, 15**	
• Design **learning programs** to deliver on **learning goals** identified in school programs and unit plans	• QSA Queensland Curriculum (**P-9**, **10**, **Senior** & **VET**) • **EQ Curriculum, Assessment and Reporting Framework**	**Elements 1, 4, 5, 8, 9, 16**	

• Use the **Explicit Instruction** Lesson Sequence to design learning sequences that include **learning goals, warm-up, gradual release of responsibility (I Do, We Do, You Do)** and lesson/learning review	• **EQ Policy Statements:** *Curriculum Provisions* including for:
	    o *Students with Diverse Learning Needs*
	    o *Students with A Disability*
		Elements 2, 4, 6, 7, 10, 13, 15, 16	

• **Foreground assessment**, identify explicit **criteria and standards** and align assessment to teaching	o *Gifted and Talented* o *Homework*	**Elements 6, 9**	

QUALITY TEACHING AND LEARNING

The classroom teacher will:	School Strategies, Policies and Tools	Archer & Hughes	Australian PST
• Use **evidence-based strategies** (including Explicit Teaching) and **E-learning tools** to facilitate learning and engage students in the learning process	• **LSHS Curriculum, Assessment and Reporting Plan** • **LSHS 10 Key Reading Comprehension Strategies** • **Explicit Instruction**	Elements 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13	**Standard 1** Know students and how they learn
• **Scaffold learning and differentiate instruction** based on individual characteristics, learning needs and intended learning goals	• **Symphony of Teaching and Learning** • **Symphony of Teaching and Learning** on The Learning Place	Elements 2, 3, 7, 8, 9, 10, 15	
• Explicitly plan for and teach **higher-order thinking**	• **Symphony of Teaching and Learning** on OnePortal (requires registration by school IT HOD)	Elements 1, 4, 6, 15	**Standard 2** Know the content and how to teach it
• Utilise **planned and skilful questioning** to develop deep understanding	• QSA **49 Common Curriculum Elements** • **LSHS 10 Reading Comprehension Strategies**	Elements 6, 8, 11, 12 13, 16	
• Develop **targeted literacy and numeracy skills and strategies** including the explicit teaching of reading	• **LSHS Class Differentiation Plan** template • **EQ Curriculum, Assessment and Reporting Framework**	Elements 2, 8, 10	**Standard 3** Plan for and implement effective teaching and learning
• Negotiate **individual academic goals** with each student and focus attainment to meet these goals and **school performance benchmarks**	• **Policy Statements:** *Homework* (EQ P-12 C.A.R. Framework)	Elements 4, 6, 12	
• Utilise Student Planner to **set and check homework** on a regular basis, helping transfer knowledge from short to long term memory			

PURPOSEFUL MONITORING AND ASSESSMENT

| *The classroom teacher will:*	School Strategies, Policies and Tools	Archer & Hughes	Australian PST
• Undertake **frequent monitoring, diagnostic and formative assessment** to check for understanding, correct misconceptions and adjust teaching	• **LSHS Curriculum, Assessment and Reporting Plan** • **LSHS Assessment Policy** • **LSHS Assessment Calendars**	**Elements 4, 8, 10, 12, 13, 15**	
• Deliberately elicit and provide **constructive formal and informal feedback** to students throughout all stages of the learning process, including regularly marking note books and providing written feedback on all drafts	• **LSHS Junior Secondary Assessment template** • **LSHS Senior Secondary Assessment template** • **LSHS Assessment Approval Checklist** • **LSHS Diagnostic Testing (NAPLAN, PAT-R, PAT-M)**	**Elements 8, 10, 11, 13**	
• Provide **regular formal feedback** to students by collecting and marking note books once per term and providing feedback on all assignment drafts	• **EQ Curriculum, Assessment and Reporting Framework** • **EQ Policy Statement: *Assessment* (EQ P-12 C.A.R. Framework)**		**Standard 5** Assess, provide feedback and report on student learning
• Analyse **quality assessment exemplars** with students to understand the **explicit criteria** and raise response **standards**	• **Policy Statements: *Reporting* (EQ P-12 C.A.R. Framework)**	**Elements 1, 7, 8, 10**	
• Develop **real life and challenging assessment tasks** to motivate and engage the **full range of** students	• **Parent Teacher , Year 11 Review and SET Plan Interviews** • QSA **Assessment Policy**		
• Engage students in **peer and self-reflection** to enhance learning	• QSA **Special Provisions for Senior Assessment** • QSA **Moderation Handbooks**	**Elements 8, 10, 12, 13**	
• Participate in frequent **planned moderation using explicit criteria and standards** to support consistency of teacher judgements	• **Faculty Moderation Plan** • **Cluster Moderation**	**Element 8**	
• Provide **feedback to parents** through formal and informal reporting and communication processes		**Elements 8, 13**	
• Develop **high quality and rigorous assessment tasks** using consistent templates to define task information, task requirements and performance criteria.			

PRODUCTIVE CLASSROOM ENVIRONMENT

The classroom teacher will:	School Strategies, Policies and Tools	Archer & Hughes	Australian PST

• Develop an **annual Classroom Management Plan** that proactively plans a teacher's positive and responsive approach to classroom management that aligns with the school's Positive Behaviour Support framework	• **LSHS Classroom Management Plan** template and sample
	• **LSHS SWPBS OnePortal site**
	  o An Overview of SWPBS
	  o Positive Behaviour and Rewards Matrix
	  o Negative Behaviour and Rewards Matrix
			Standard 4
			Create and maintain supportive and safe learning environments

• Establish and maintain **consistent classroom rules, routines, procedures and expectations** including for attendance, assessment and homework completion, bringing all equipment to class and coming fully prepared to learn	• **LSHS Positive Behaviour Support Matrix and lessons** • **LSHS Classroom Rules Posters**	**Elements 5, 9, 12, 13**	
• Recognise and **reward positive and improved student behaviours**	• **LSHS Classroom ASPIRE Values and Behaviour Principles Posters** • **LSHS Student Diary**	**Elements 12, 13**	
• Utilise **purposeful behaviour management strategies and resources** to teach and reinforce expected behaviour and correct inappropriate behaviours	• **LSHS Positive Rewards Tickets and PBS Rewards Draws** • **LSHS Positive Postcards**		
• Identify and communicate **clear learning and behavioural goals** and **high performance expectations**	• **Essential Skills for Classroom Management** • **Better Behaviour Better Learning PD Suite**	**Elements 3, 4, 5, 9, 10, 11, 14, 15, 16**	
• Purposefully establish and maintain **effective and appropriate relationships with students**		**Elements 8, 9, 10, 11, 12, 13, 14, 15, 16**	
• **Display relevant learning stimuli** in classrooms including exemplars of high quality student work			

PROFESSIONAL LEARNING AND INSTRUCTIONAL LEADERSHIP

Ongoing reflection, evaluation and constructive feedback are essential components of the professional growth and capacity building of all teachers and are hallmarks of a professional learning community. Pedagogical growth occurs through the 5 stages of the improvement and development cycle as outlined and defined below.

IMPROVEMENT AND DEVELOPMENT CYCLE

- Model of Professional Pedagogical Practice
- Setting Growth Goals
- Engaging in Deliberate Practice
- Receiving Focussed Feedback
- Discussing Teaching

MODEL OF PROFESSIONAL PEDAGOGICAL PRACTICE

- **Pedagogical Framework** - This framework outlines a research validated model for teacher pedagogical practice. It enables leaders and peers to support teacher development and ensure that quality teaching occurs in every classroom every day. Teachers are encouraged to immerse themselves in aligned research to expand their knowledge and practice.

- **Instructional Leadership** - School administrators and curriculum leaders have a key instructional leadership role including modelling, guiding and supporting teachers to implement this framework with integrity.
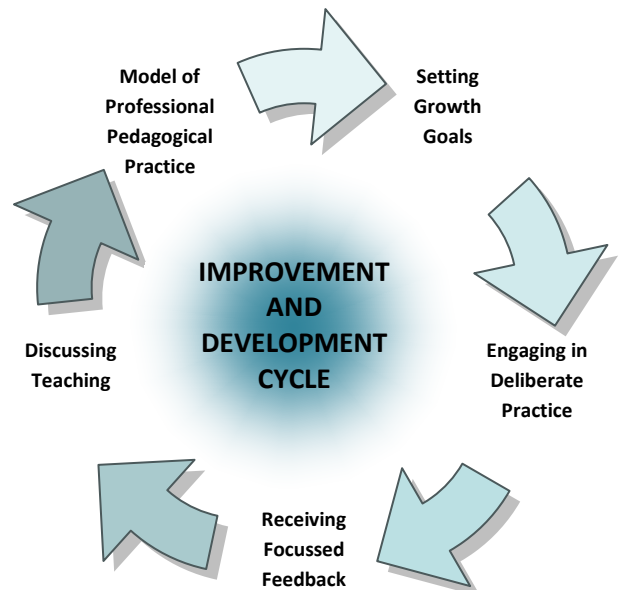
SETTING GROWTH GOALS

- **Developing Performance Plan (DPP)** – Teachers will identify selected growth goals when developing their Annual Developing Performance Plan by selecting aspects of the *Australian Professional Standards for Teachers (APST)* and/or *16 Elements of Explicit Teaching*. Teachers will discuss their DPP with their line manager to clarify the focus area and identify the support available and required. Line Managers will assist teachers to review their DPP to reflect on pedagogical improvement and future focus areas.

ENGAGING IN DELIBERATE PRACTICE

- **DDSW Pedagogical Reflection Tool** – Teachers will use this tool to select the key focus for various observation and feedback processes. The tool focuses enables teachers to sharply focus their growth goals, development actions and feedback requirements on the *16 Elements of Explicit Instruction* and *Essential Skills for Classroom Management (ESCM)*.

RECEIVING FOCUSSED FEEDBACK

- **Supervisor and Peer Observation -** Teachers will self-select peer mentors and collaborate and share pedagogical practice. In addition to this, every teacher will be formally observed at least once per term and will meet with the observer to reflect on their lesson, related planning and student results. A differentiated approach is taken to the frequency and nature of observations. Inexperienced teachers may be observed more frequently with a focus on all aspects of their teaching, while accomplished teachers may negotiate a specific focus for more targeted feedback. All formal observations will be carried out at a mutually agreed time. Observations will generally be carried out by the teacher's supervisor, however peer observations will be encouraged and arranged. A coaching relationship underpins the feedback process.

- **Classroom Walkthroughs** – School administrators and curriculum leaders will conduct regular classroom walkthroughs focussed on Explicit Instruction, APST, ESCM and other pre-determined requirements.

DISCUSSING TEACHING

- **Professional Learning Teams** – Teachers learn through collaboration and sharing of pedagogical practice, particularly when they share a common language. Teachers will participate in a variety of professional learning teams including faculty teams, school committees, beginning teacher groups and internal, external and online professional networks, associations and activities.

16 ELEMENTS OF EXPLICIT INSTRUCTION   *(Archer and Hughes 2011)*

The 16 Elements of Explicit Instruction provides Laidley SHS teachers with a set of evidenced based key beliefs that underpin effective instruction. This consistent language enables teachers to self-reflect and discuss their pedagogical practice with colleagues through coaching and mentoring feedback cycles.

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 synthesised. (i.e. practiced as a whole)

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

5. Begin lessons with a clear statement of the lessons' goals and your expectations
Tell learners clearly what is to be learned and why 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 instructions
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 processed 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 optimise instructional time, the amount of content that can be presented and on-task behaviour. Use a rate of presentation that is brisk but includes a reasonable amount of time for students' thinking/processing, especially when they are learning new material. The desired pace is neither so slow that students get bored nor so quick that they can't keep up.

15. Help students organise 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 organised 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.

EXPLICIT INSTRUCTION LESSON SEQUENCE

The Explicit Instruction lesson sequence ensures that all lessons at Laidley SHS reflect an effective, evidence-based learning process. Explicit Teaching lesson sequence is presented in 3 sections, incorporating the philosophies, terminology and staging of the Archer & Hughes, Fleming and EQ Dimensions of Teaching & Learning models. Explicit Instruction is more than a sequence or formula. Explicit Instruction must be built on a foundation of key beliefs about learning and a deep understanding of the purpose of each phase in the Explicit Instruction process.

Learning Goals	• At the start of every lesson, the teacher must clearly communicate the specific learning goals for the lesson. The goals should be written or displayed so that they can be referred to throughout the lesson. The goals should be practical, realistic, challenging and measurable. The goals should be a subset of the overarching learning goals of the unit of work. • Students should have a clear understanding of what they are learning, why it is relevant and when they will apply it.
Warm Up	• "Warm Up" is designed to verify students' understanding of pre-requisite skills and to help move knowledge from short-term to long-term memory and develop automaticity in critical pre-requisite and foundational skills and knowledge. • Review pre-requisite skills and knowledge, through engaging activities that allow students to practise these skills and the teacher to verify every student's ability to perform them. • Faculties will identify relevant pre-requisite skills for all units of work.
I Do	• The "I Do" phase is focussed on direct teaching of new knowledge or skills. • Sequence knowledge and skills logically and present new material in small steps, breaking down complex skills and strategies into smaller instructional units. • Model new procedures and provide examples and non-examples. Model skills by providing step-by-step demonstrations and clarify decision-making processes by thinking aloud. • Use clear and precise language and avoid digressions.
We Do	• In the "We Do" phase, the teacher supports students in guided practice to confirm students' understanding and develop proficiency and automaticity in the independent use of the skill. • Use observation, frequent questioning, and corrective feedback to ensure that all students understand and can apply the new knowledge or skills. • Work with differentiated groups of students to facilitate collaborative practice, providing more interactive instruction, additional modelling and support where required.
You Do	• In the "You Do" phase, students engage in independent and collaborative practice to further consolidate skills, apply them in new contexts and relate them to previously acquired skills. • Regulate the difficulty of practice opportunities to promote success and build confidence. • Differentiate practice by providing varying levels of scaffolding and the complexity of tasks to targeted groups of students. • Structure activities that link skills to prior learning and apply them in novel situations.
Plough Back	• In the "Plough Back", the teacher reviews the learning goals for the lesson and talks students through the sequence of the lesson and addresses any common misconceptions. • Refer back to the lesson's learning goals and outline how these have been covered. • Help students to organise new knowledge and skills, making connections to prior and future learning. • Encourage students' own metacognition, engaging them in reflection on their own learning.

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS *(AITSL)*

The Australian Professional Standards for Teachers provide a framework for development through the stages of Graduate, Proficient, Highly Accomplished and Lead teacher in the standards and focus areas listed below.

	Standards	Focus Areas
PROFESSIONAL KNOWLEDGE	**Standard 1** **Know students and how they learn**	1.1 - Physical, social and Intellectual development and characteristics of students 1.2 - Understand how students learn 1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 - Strategies for teaching Aboriginal and Torres Strait Islander students 1.5 - Differentiate teaching to meet the specific learning needs of students across the full range of abilities 1.6 - Strategies to support full participation of students with disability
	Standard 2 **Know the content and how to teach it**	2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting 2.4 - Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians 2.5 - Literacy and numeracy strategies 2.6 - Information and Communication Technology (ICT)
PROFESSIONAL PRACTICE	**Standard 3** **Plan for and implement effective teaching and learning**	3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 3.3 - Use teaching strategies 3.4 - Select and use resources 3.5 - Use effective classroom communication 3.6 - Evaluate and improve teaching programs 3.7 - Engage parents carers in the educative process
	Standard 4 **Create and maintain supportive and safe learning environments**	4.1 - Support student participation 4.2 - Manage classroom activities 4.3 - Manage challenging behaviour 4.4 - Maintain student safety 4.5 - Use ICT safely, responsibly and ethically
	Standard 5 **Assess, provide feedback and report on student learning**	5.1 - Assess student learning 5.2 - Provide feedback to students on their learning 5.3 - Make consistent and comparable judgements 5.4 - Interpret student data 5.5 - Report on student achievement
PROFESSIONAL ENGAGEMENT	**Standard 6** **Engage in professional learning**	6.1 - Identify and plan professional learning needs 6.2 - Engage in professional learning and improve practice 6.3 - Engage with colleagues and improve practice 6.4 - Apply professional learning and improve student learning
	Standard 7 **Engage professionally with colleagues, parents/carers and the community**	7.1 - Meet professional ethics and responsibilities 7.2 - Comply with legislative, administrative and organisational requirements 7.3 - Engage with the parents/carers 7.4 - Engage with professional teaching networks and broader communities

LAIDLEY SHS 10 READING COMPREHENSION STRATEGIES

(Tovani, Keene, Davis, and Harvey)

The strategies used to develop reading comprehension at Laidley SHS focus on a before reading, during reading and after reading approach. All strategies should be explicitly taught using the Archer and Hughes Explicit Teaching model. The 10 key strategies, processes and skills summarised below have been adapted from the work of Tovani, Keene, Davis, and Harvey. All staff will be inducted in these strategies as a part of a whole school approach to the development of literacy and explicit teaching.

Before or Pre-Reading

During this stage teachers prepare students for learning by activating prior knowledge, making predictions, introducing needed vocabulary, setting goals for reading and explicitly teaching particular strategies or skills.

	Steps in Process	*Processes and Tools*
Teaching Critical Vocabulary	1. Introduce the word 2. Present a student-friendly explanation 3. Illustrate the word with examples 4. Check students' understanding 5. Choose a strategy	LSHS Spelling and Vocabulary Handbook, LSHS Spelling Placemat, Word Clines, Frayer Model, Word Walls
Activating Prior Knowledge		Anticipation Guide, KWL Connection Stems
Predicting and Previewing Texts		LSHS Pre-Reading Strategies Booklet, THIEVES, SQ3R, Adolescent Literacy and NBSS Literacy websites
Making Connections		Connection Stems

During Reading

During this stage teachers assist students in maintaining active reading and learning. New information is related to known information. Students are assisted to question the ideas presented while reading, organise ideas by importance and formulate their own questions to interact with the text. Teachers monitor students to determine their understanding of the text.

	Steps in Process	*Strategies, Processes and Tools*
Inferring	**Explicit Teaching of Reading Comprehension Strategies** 1. Choose a strategy 2. Explain the strategy 3. Model the strategy (I Do) 4. Guided support (We Do) 5. Independent Practice (You Do) 6. Reflection	Graphic organiser, Identifying key words and phrases, KIS Strategy, Three Level Guide, Think Alouds
Questioning		Question starters, Question the author, Graphic organisers, Change headings into questions, I wonder, Give the answer - devise the questions, Question matrix, Roll the dice, Reciprocal Teaching, QAR
Visualising		LSHS Reading Strategy Book, Sketch to Stretch, Comic Creator, Senseo-gram , Visualisation Learning Goals
Monitoring and Clarifying		

Post Reading

During this stage teachers assist students to identify main ideas and details, make generalisations, draw conclusions, make inferences, create summaries and recognise relationships.

	Steps in Process	*Processes and Tools*
Synthesising and Summarising	1. Choose a strategy 2. Explain the strategy 3. Model the strategy (I Do) 4. Guided support (We Do) 5. Independent Practice (You Do) 6. Reflection	5-4-3-2-1 & 3-2-1, CHATT, 66 words, Focus on the Facts, Star Summary
Determining Importance		

LAIDLEY SHS WRITING FRAMEWORK

The strategies used to teach writing at Laidley SHS focus on a before writing, during writing and after writing approach. However, all writing is recursive in nature and the stages may be visited and revisited throughout the process. All strategies should be explicitly taught using the Archer and Hughes Explicit Teaching model across all subject areas.

Before or Pre-Writing

During this stage teachers prepare students for learning by setting goals for writing, introducing task content and structure and explicitly teaching particular strategies or skills.

	Steps in Process	*Resources*
Build Field Knowledge	Explicit teaching of task content Introduce and explicitly teach critical vocabulary (2-3 words) Explicit teaching of task specific writing skills, strategies and content Set due dates and time frame Analyse task criteria Establish audience and purpose	• *Senior Genre Guide Book* • *Junior Genre Guide Book* • QCAA and C2C modelled responses • *How to Teach Writing* Online Coaching Course *Episodes 2, 3 and 4* • *First Steps in Writing* • *Log on Literacy Lesson Starters*
Deconstruct an Exemplar	Source an A and C exemplar Explicitly teach appropriate LSHS reading and writing strategies Deconstruct the exemplar's structure, content and language	
Model the task	Model aspects of the task using think aloud Deconstruct the model's structure, content and language Begin joint construction and deconstruction of aspects of task	

During Writing

During this stage teachers assist students in planning and drafting their writing.

	Steps in Process	*Resources*
Plan and construct together	Develop plan using writing frame or graphic organiser Model use of class word bank Model planning using graphic organiser and writing frame	• *Log On Literacy Posters* • *How to Write What You Want to Say* • LSHS Writing Skills Booklet • *Seven Steps to Writing Success* • *How to Teach Writing* Online Coaching Course *Episodes 2, 3 and 4* • *First Steps in Writing* • *Log on Literacy Lesson Starters*
Plan and construct individually	Brainstorm Support development of personal word bank Plan using graphic organiser and writing frame	
Support student writing	Scaffold and chunk task Provide regular feedback through joint construction, drafting and conferencing Differentiate through gradual release of responsibility	

Post Writing

During this stage teachers assist students to polish and refine their work.

	Steps in Process	*Resources*
Edit	Enforce draft dates Teach editing skills Facilitate peer editing	• COPPSS Proofreading Strategy • LSHS Editing Code • SISTER Spelling Strategy
Proofread	Teach proofreading skills Give feedback on mechanics	
Publish	Set publishing standards Set referencing standards	

Laidley State High School Writing Framework

THE 49 COMMON CURRICULUM ELEMENTS *(QSA)*

The Common Curriculum Elements (CCEs) are a set of 49 testable generic skills identified in the Queensland senior curriculum. Information about the **Common Curriculum Elements** can be found on the QSA website.

1. Recognising letters, words and other symbols
2. Finding material in an indexed collection
3. Recalling/remembering
4. Interpreting the meaning of words or other symbols
5. Interpreting the meaning of pictures/illustrations
6. Interpreting the meaning of tables or diagrams or maps or graphs
7. Translating from one form to another
8. Using correct spelling, punctuation, grammar
9. Using vocabulary appropriate to a context
10. Summarising/condensing written text
11. Compiling lists/statistics
12. Recording/noting data
13. Compiling results in a tabular form
14. Graphing
15. Calculating with or without calculator
16. Estimating numerical magnitude
17. Approximating a numerical value
18. Substituting in formulae
19. Setting out/presenting/arranging/displaying
20. Structuring/organising extended written text
21. Structuring/organising a mathematical argument
22. Explaining to others
23. Expounding a viewpoint
24. Empathising
25. Comparing, contrasting
26. Classifying
27. Interrelating ideas/themes/issues
28. Reaching a conclusion which is necessarily true provided a given set of assumptions is true
29. Reaching a conclusion which is consistent with a given set of assumptions
30. Inserting an intermediate between members of a series
31. Extrapolating
32. Applying strategies to trial and test ideas and procedures
33. Applying a progression of steps to achieve the required answer
34. Generalising from information
35. Hypothesising
36. Criticising
37. Analysing
38. Synthesising
39. Judging/evaluating
40. Creating/composing/devising
41. Justifying
42. Perceiving patterns
43. Visualising
44. Identifying shapes in two and three dimensions
45. Searching and locating items/information
46. Observing systematically
47. Gesturing
48. Manipulating/operating/using equipment
49. Sketching/drawing

SYMPHONY OF TEACHING AND LEARNING

(Hodgson and Sippel 2011)

An information flyer and OnePortal site is available (upon registration)

Symphony

Connecting a range of tools and strategies where each informs the other to build on the strength of the identified learning intent.

Power

Using tools such as blogs, wikis, discussion forums or online chats in conjunction with other online tools allows:-
Collaboration
Checking for understanding
Reflection
Critiquing
Commenting
Building of knowledge

Energy

Frameworks and strategies that enable students to provide effective feedback, critiquing, comments and questions of clarification to build on concepts and understanding.

Know how long to keep the conversation alive and know when to move on to maintain 'ENERGY'.

Adapted from Bloom's Taxonomy
The tools and strategies are suggestions only and not an exhaustive list.
When using any of these tools, it is important to refer to ICT-PR-006
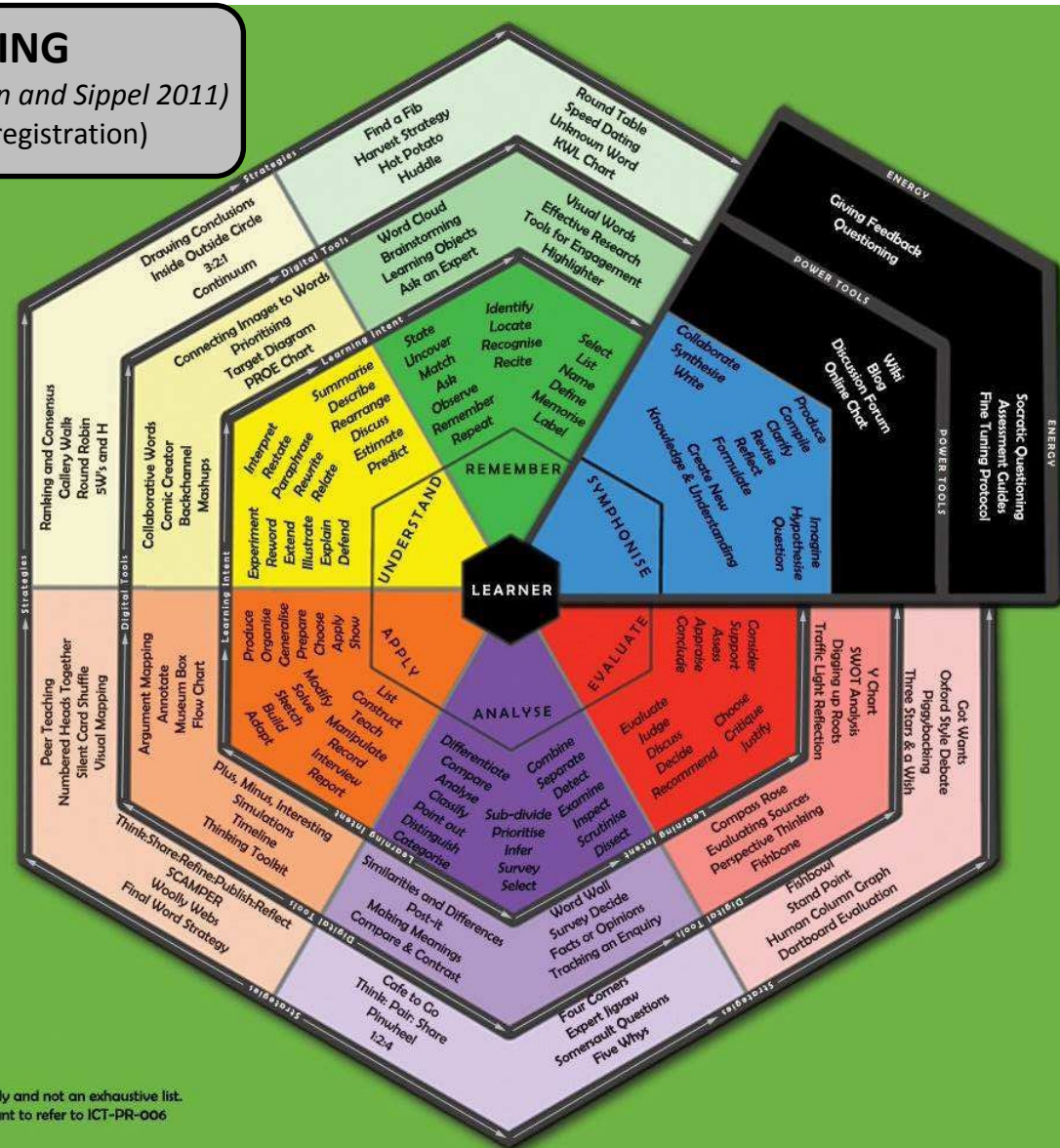
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** A Strong Learning Culture ** Successful Transitions and Destinations
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