

Geelong High School

Instructional Framework

"High Quality Instruction. Every Day. In Every Classroom. For Every Child"

Guaranteed & Viable Curriculum

Literacy & Numeracy
Creative use and application of ICT
Positive Education



Vision and Values

Visible Thinking & Learning

Visible thinking and learning forms the centrepiece of our Instructional Framework and emerges from the eight interconnected instructional strategies we have identified. Each instructional strategy is interdependent to maximise student learning. The term 'visible' refers to teachers collecting evidence that demonstrates student thinking and learning, and the effectiveness of their instructional strategies. Hattie refers to this as teachers 'knowing thy impact'. Evidence of student thinking and achievement are used by teachers to measure student learning growth against curriculum standards, and adapt their teaching approaches to ensure all learners achieve at the highest possible level ("realise their potential").

Visible thinking and learning also requires teachers to support students to become active in their own learning by setting challenging goals and clear targets, being aware of the learning intentions and success criteria, giving and seeking feedback, and reflecting upon and assessing their own learning.

Positive learning environment

Elements	
	<ol style="list-style-type: none">1. Building positive relationships2. Modelling appropriate behaviour3. Developing positive attitudes and dispositions to learning
	<p>1. <u>Building positive relationships</u></p> <p>A positive learning environment values all students and is a safe, supportive and inclusive place to learn. Members of the school community generate and sustain authentic relationships with and between students.</p> <p>The teacher takes an interest in each student's learning and understands the context they bring. Each student's background, culture and interests are used to engage them. The students receive acceptance, respect, warmth, encouragement and understanding from the teacher. Teachers create an environment where learners feel safe to explore new knowledge and understandings.</p> <p>Positive interactions between teachers and students extend beyond the classroom walls.</p> <p>The quality of relationships that teachers have with their students is an essential for effective classroom management. If there is a 'breakdown' in a relationship a restorative approach is preferred and undertaken by all parties.</p> <p>All members of the school community are responsible for, and respectful of the physical learning environment and spaces. Teacher's use of physical spaces are varied and often related to the instructional methods being used.</p> <p>2. <u>Modelling appropriate behaviour</u></p> <p>The teacher builds a positive learning environment by modelling appropriate behaviour including:</p> <ul style="list-style-type: none">• The establishment of routines, class rules, responsibilities and consequences• Use of positive corrective language and promotion of positive behaviours• The utilization of 'preferred practices' for behaviour management• Responding calmly, quickly and in alignment with the GHS student management procedures when challenging behaviours arise. <p>3. <u>Developing positive attitudes and dispositions to learning</u></p> <p>Positive attitudes and dispositions are also an important part of creating a positive classroom climate and learning culture. Students who are connected to their learning are more motivated, committed and 'open' to new learning. Teachers actively support students in establishing positive attitudes and perceptions about learning. This includes being passionate, enthusiastic and focused on learning. A variety of strategies are used to capture students' attention and connect them to the content that is being taught.</p>

1. **Building positive relationships**

2. **Modelling appropriate behaviour**

3. **Developing positive attitudes and dispositions to learning**

1. Building positive relationships

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All members of the school community are responsible for, and respectful of the physical learning environment and spaces. Teacher's use of physical spaces are varied and often related to the instructional methods being used.

2. Modelling appropriate behaviour

The teacher builds a positive learning environment by modelling appropriate behaviour including:

- The establishment of routines, class rules, responsibilities and consequences
- Use of positive corrective language and promotion of positive behaviours
- The utilization of 'preferred practices' for behaviour management
- Responding calmly, quickly and in alignment with the GHS student management procedures when challenging behaviours arise.

3. Developing positive attitudes and dispositions to learning

Positive attitudes and dispositions are also an important part of creating a positive classroom climate and learning culture. Students who are connected to their learning are more motivated, committed and 'open' to new learning. Teachers actively support students in establishing positive attitudes and perceptions about learning. This includes being passionate, enthusiastic and focused on learning. A variety of strategies are used to capture students' attention and connect them to the content that is being taught.

High Expectations

Elements	<ol style="list-style-type: none"> 1. Believing that every student can learn given the right support 2. Establishing high standards for work and behaviour
<p>1. Believing that every student can learn given the right support</p> <p>By prioritising high expectations for all learners we believe that every student can achieve at or above the expected AusVELS level regardless of their ability, socio-economic background, prior conduct and/or achievement. Students working below the expected AusVELS level are closing the gap between their current level of achievement and where they should be (according to AUSVELS).</p> <p>Teachers have high expectations of students and support them to succeed. Teachers are committed to providing a productive and supportive learning environment that is responsive to students' different learning needs.</p> <p>Students know that everyone is expected to participate in all classroom activities at their highest level.</p>	
<p>2. Establishing high standards for work and behaviour</p> <p>In the pursuit of excellence the teacher communicates the quality of learning with high expectations for achievement and classroom behaviour. The students are expected to complete all learning tasks with rigour and effort.</p>	

Quality Learning Tasks	
Elements	<ol style="list-style-type: none"> 1. Has a deep understanding of curriculum and learning pathways and knows where each student is along the learning continuum 2. Differentiated and scaffolded tasks based on students attainment level
<p>1. Has a deep understanding of curriculum and learning pathways and knows where each student is along the learning continuum</p> <p>The teacher has an in-depth understanding of the curriculum and learning pathways by designing meaningful learning tasks and activities to meet the learning intention(s) of the lesson(s). Learning tasks are aligned to the AusVELS standards. Learning tasks and activities enable students to demonstrate creativity, higher-order thinking skills and a deep and enduring understanding of the content and skills being taught.</p>	
<p>2. Differentiated and scaffolded tasks based on students attainment level</p> <p>The teacher designs learning tasks by analysing student data to inform the next stage of learning by setting differentiated learning tasks. Teachers use variety of strategies to scaffold learning tasks into well-paced, appropriately ordered learning sequences.</p>	

Instructional Model	
Element	<ol style="list-style-type: none"> 1. Instructional Model
<p>The instructional model is a framework that directs students through a connected sequence of steps during a well-paced lesson or series of lessons. The model provides a structure to plan and deliver a lesson or sequence of lessons. Every lesson may not have every step, or a lesson may span several days, and not all steps would necessarily be seen each day.</p> <p>Examples of Instructional Models include e5 and GANAG.</p> <p><i>According to Hattie a typical lesson or sequence of lessons includes learning intentions, success criteria, building commitment to the learning task, modelling and checking for understanding, guided practice, independent practice, giving and receiving meaningful feedback and lesson closure.</i></p>	
Student centred learning	
<ol style="list-style-type: none"> 1. Students' active role in their own learning 	

Elements	2. Explicit teaching meta-cognitive skills
<p>1. <u>Students' active role in their own learning</u> Ensuring students take an active role in their own learning is one of the most powerful ways teachers can raise student achievement. Challenging but achievable learning goals are negotiated between the teacher and student and are based on the students' data. Students can articulate <i>what</i> they are learning and <i>why</i> it's important. Students can answer the questions: Where am I going? How am I going (progress)? Where to next? Students are encouraged to actively seek feedback, ask questions and assess themselves against the set learning intentions and success criteria.</p> <p>2. <u>Explicit teaching meta-cognitive skills</u> Metacognition is often referred to as 'thinking about thinking' and can be used to help students 'learn how to learn'. It is the capacity for students to reflect on and manage their own thinking. Teachers explicitly teach thinking strategies to help students learn how to take control of their own learning. For example, students are taught how to use mnemonics, thinking tools, and pose questions to assist with their learning.</p>	

Learning Intentions & Success Criteria	
Elements	1. Learning intentions and assessment criteria for success clarified and shared
<p>1. <u>Learning intentions and assessment criteria for success clarified and shared</u></p> <p>Learning intentions A learning intention is a statement for a lesson, activity or series of lessons which describes clearly what the students will <i>learn</i> and <i>why</i> it is important, rather than what they will be doing.</p> <p>Each lesson, the teacher shares the learning intentions and success criteria with his or her students, both orally and visually. The learning intention is frequently re-visited throughout the lesson. The teacher monitors the achievement of each learning intention, and verbalises progress against the success criteria identified at the beginning of the lesson(s).</p> <p>Success criteria Teachers clarify and share the success criteria with their students prior to each learning task, lesson or sequence of lessons. The success criteria help each student understand how their work will be judged, monitor their progress and determine whether the learning intentions have been achieved. Success criteria may include work exemplars, rubrics, dot points that indicate achievement, etc.</p>	

Assessment, Feedback and Data (evidence)

Elements

1. Prior knowledge is established and linked to new learning
2. Effective formative feedback is provided to the students
3. A range of assessment techniques is used to elicit evidence of student learning
4. Self and peer assessment
5. Moderation of work
6. Multiple forms of assessment used

1. Prior knowledge is established and linked to new learning

At the start of a unit or topic, the teacher collects data / evidence to determine what students already know and are able to do. This information is then used to differentiate learning and shape the approach to the teaching of the topic and, in particular, to identify a starting point for further learning.

The teacher links students' previous knowledge to new learning through the learning intention and explains how the lesson links to previous work.

2. Effective feedback is provided to the students

The teacher continuously provides students with timely, clearly communicated, individual feedback that relates specifically to their learning. Effective teacher feedback tells the students what they have achieved and where they need to improve. The feedback provided advances the student towards achieving the learning intentions, is adapted to meet the students individual learning needs, and makes use of multiple forms of assessment.

3. A range of assessment techniques are used to elicit evidence of student learning

Teachers use a range of assessment, both formative and summative, to continuously collect evidence/data that demonstrates how well each student is progressing towards the achievement of the learning intentions. Teachers use the evidence to determine the effectiveness of their teaching, modify the current lesson and plan future lessons. The teacher continuously monitors each individual students progress against the learning intention throughout the lesson.

Teachers routinely seek feedback on their practice from both students and their colleagues.

4. Self and peer assessment

Teachers provide opportunities for students to regularly assess their own and others' work against the learning intention and success criteria. They encourage their students to provide appropriate feedback to their peers related to the assessment criteria. Students are encouraged to routinely participate in meaningful reflection on what and how they learn. Reflection helps to clarify and connect students' learning from a lesson to the learning intentions that were outlined at the start of the lesson or topic.

5. Moderation of work

Teachers routinely moderate student work both within their class and across classes to ensure consistency.

6. Multiple forms of assessment used

Teachers provide students with a range of assessment tasks, teaching strategies and opportunities to learn the work based on their preferred learning styles and level of attainment.

Variety of teaching and learning strategies

Elements

1. Quality questions and questioning
2. Effective classroom discussions
3. Students' routine participation in group work
4. Students provided with multiple ways to move forward
5. Teacher clarity
6. Use of reciprocal teaching methods
7. Use of active learning methods

1. Quality questions and questioning

Teachers plan essential questions and sequences of questions prior to the lesson to achieve the learning intentions. A range of question types are used to cater for different levels. This includes asking both low level and higher order questions.

Teachers encourage students to ask questions when they are confused, needing clarification or curious.

2. Effective classroom discussions

Teachers engage students in productive classroom discussions that enable students to share their opinions and understandings, and develop their thinking skills. As a teaching strategy, classroom discussion improves student communication, offers opportunities for feedback and permits students to be active in their own learning.

3. Students' routine participate in group work

The teacher organises students into small groups working purposefully to achieve the intended learning intention. Teacher clearly communicates and / or negotiates the group tasks, responsibilities and expected timing for completion.

4. Students provided with multiple ways to move forward

Effective teachers provide multiple ways for their students to demonstrate mastery of the work being taught. For instance, if a student does not demonstrate mastery, he or she should be re-taught the content using alternative instructional strategies and / or teaching and learning activities.

5. Teacher clarity

Teachers explain concepts, ideas and processes in language that students will understand. Clarity of speech and short, succinct explanations is essential for student understanding and maintains the appropriate pace of a lesson. Teachers clearly communicating the learning intentions of the lesson and the success criteria to the students.

Teacher clarity also involves using explicit instruction to carefully guide students through the learning process. This includes clearly explaining, demonstrating, scaffolding and modelling for students to understand the key knowledge and skills being taught. Explicit instruction should not be confused with one-way 'teacher-talk' (lecturing).

6. Use of reciprocal teaching methods

Reciprocal teaching is an excellent reading and / or comprehension technique that involves the use of strategies such as summarizing, questioning, clarifying, and predicting while interacting with a piece of text.

7. Use of active learning methods

Active learning methods shift the focus of the activity from the teacher to the learner. Active learning involves students solving problems, answering questions, formulating hypothesis and questions of their own, discussing, debating or brainstorming during class. It also involves include inquiry-based learning, problem-based solving, experiential learning, and project-based learning, in which students are presented with a challenge, problem, big idea or question.