



Pedagogical Framework

QASMT upholds the conviction that "improved teaching is the key to improved student learning" (School Improvement Framework, 2012). Our pedagogical framework is underpinned by the Positive Education Program that provides a positive learning environment to allow students to flourish. Furthermore, it promotes collective responsibility through collaborative practices for ensuring academic success for every student. It details high quality, evidence based explicit teaching strategies to develop a team of expert teachers who can make a positive impact to a student's learning journey and improve student agency.

Our pedagogical framework is informed by the International Baccalaureate (IB) Middle Years (MYP) and Diploma Programmes (DP), providing our school community with a structure for developing learning autonomy and transferable skills in our students. The model of instruction enacted through this framework is the Fischer and Frey (2008) model of Gradual Release of Responsibility (GRR) and Sharratt and Fullan's (2009) Learning Intentions (LI) and Success Criteria (SC). These models ensure a purposeful shift to student-centred learning.

Skills

The International Baccalaureate Approaches to Teaching (ATT) and Approaches to Learning (ATL) are deliberate strategies, skills and attributes that permeate the IB teaching and learning environment (IBO, 2014).

- ATT and ATL provide explicit support for teaching students how to learn
- ATL encompasses the development of thinking, communication, self-management, social and research skills
- ATT is based on inquiry and conceptual understanding; is developed in local and global contexts; focuses on collaboration; is differentiated to meet the needs of all learners and informed by formative and summative assessment
- Explicit teaching of ATT and ATL is enacted through the selection of strategies from the QASMT pedagogical toolbox.

Collaborative Practices

Collaborative practices identify consistent, yet developmentally appropriate, approaches to teaching and learning. (QASMT Explicit Improvement Agenda, 2018, and National Domains for School Improvement, 2012).

- The QASMT Visible Learning Schedule is the method by which we ensure that these practices are enacted (QASMT, 2017)
- Intentional, systematic and planned meetings focused on addressing student needs in learning and wellbeing. (Sharratt and Fullan, 2012)
- Intentional, systematic and planned meetings focused on promoting professional growth for teachers (Australian Teacher Performance and Development Framework, 2014).

Model of Instruction

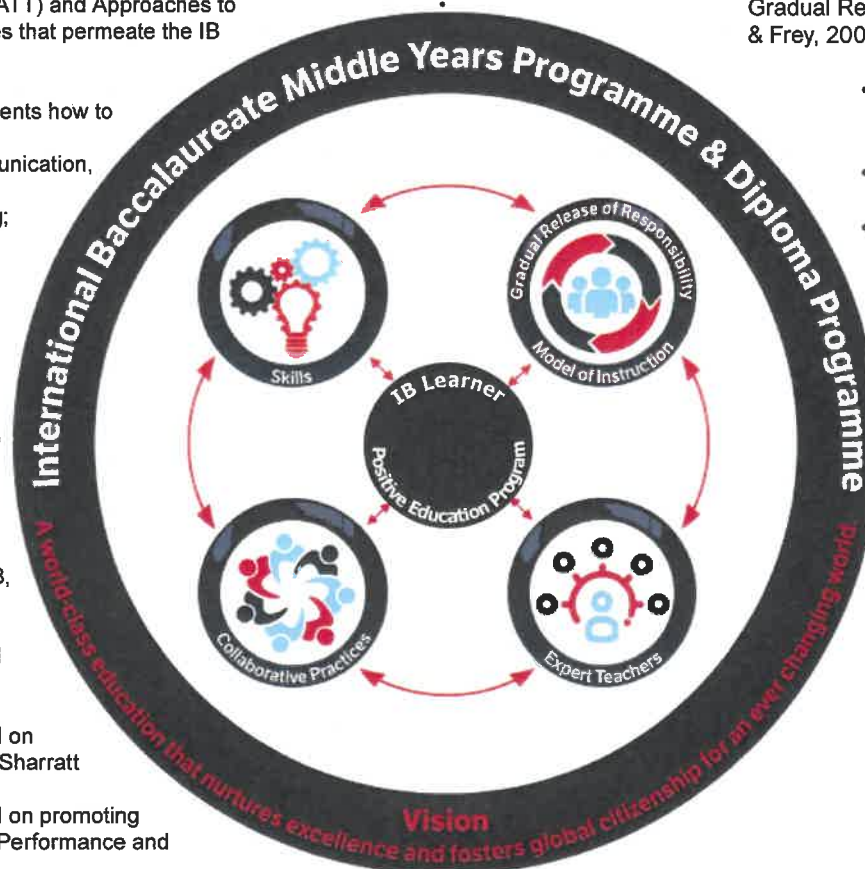
Gradual Release of Responsibility is the model of instruction (Fisher & Frey, 2008).

- Consists of a purposeful transition from the teacher as "sage-on-the-stage" to "meddler-in-the-middle" to the "guide-on-the side" (McWilliam, 2015)
- Provides flexibility in teaching as the phases can be applied to suit learning needs
- Learning Intentions and Success Criteria are explicit during every lesson (Sharratt and Fullan, 2012).

Expert Teachers

Hattie (2012) has defined five major dimensions of excellent teachers.

- Expert teachers identify the most important ways in which to represent their subject
- Expert teachers create an optimal classroom climate for learning
- Expert teachers monitor learning and provide feedback
- Expert teachers believe that all students can reach the success criteria and attain both surface and deep understanding
- Expert teachers influence student outcomes.

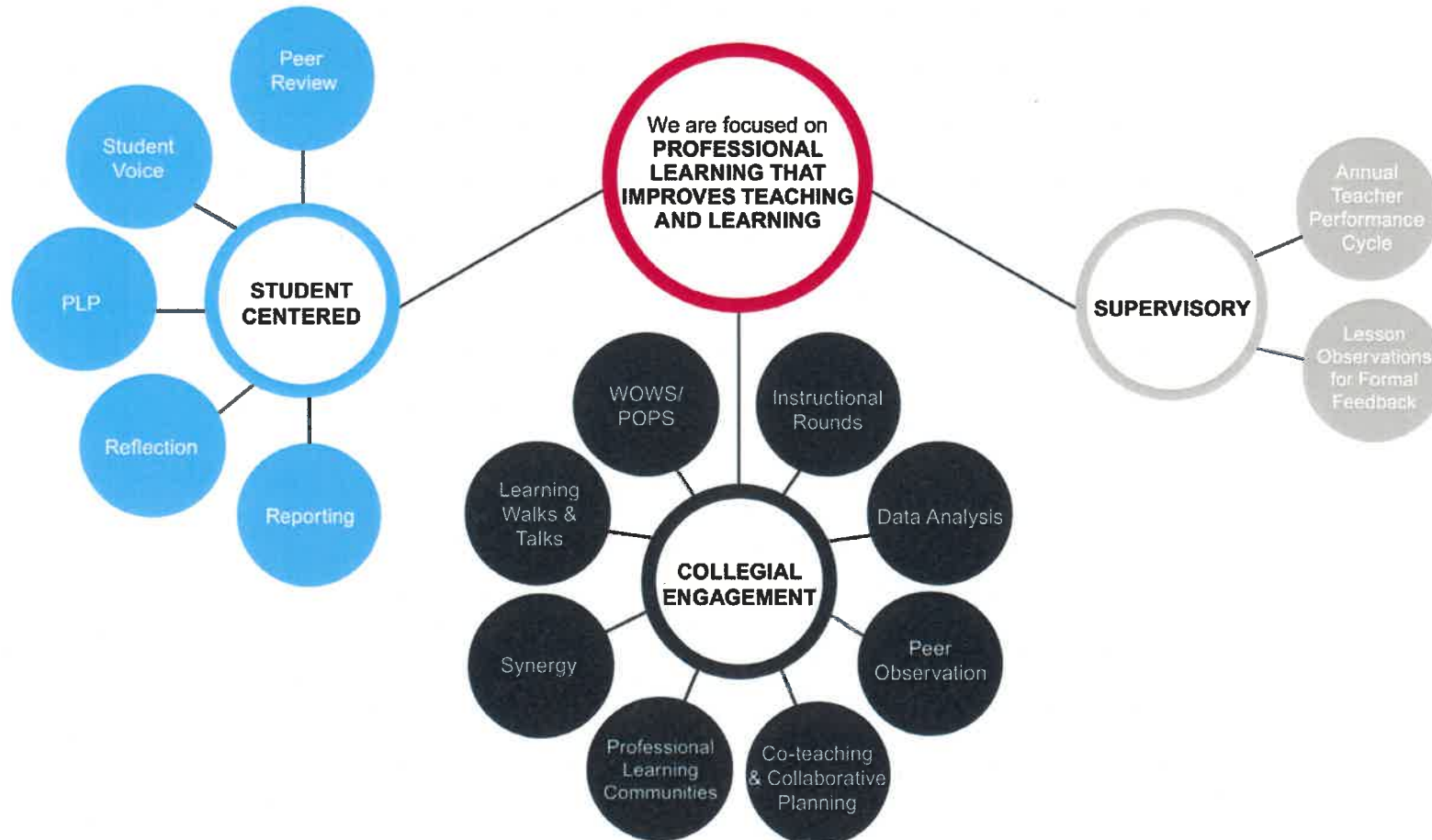


Vision

Collaborative Practices

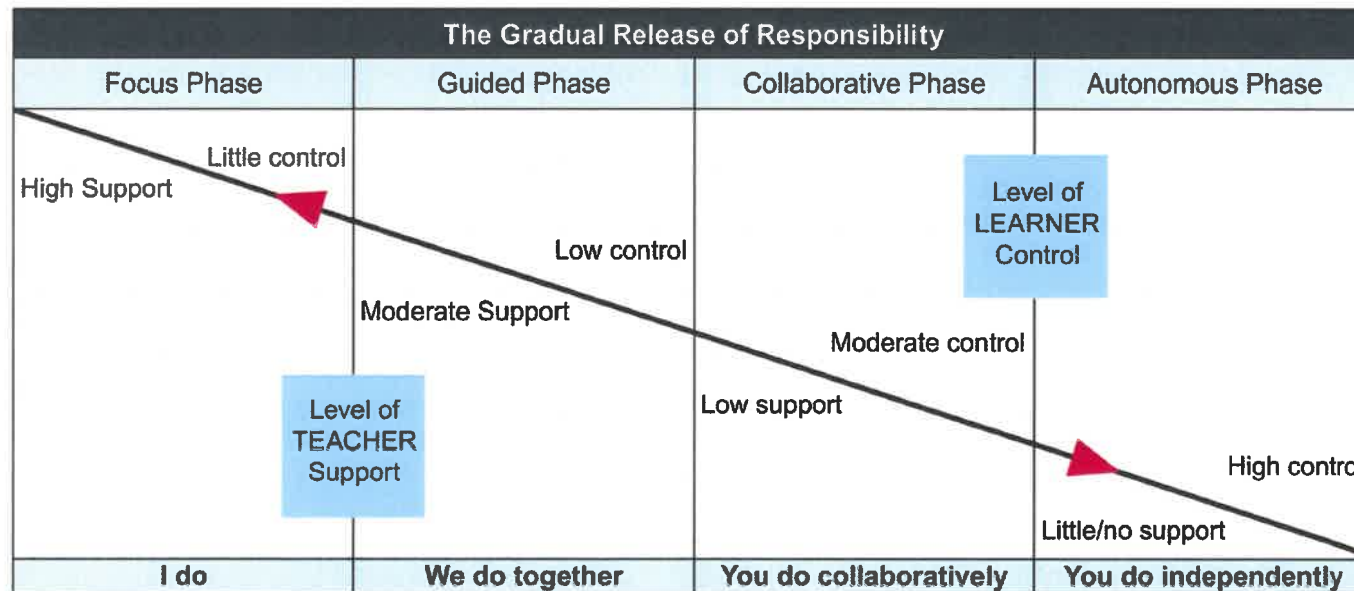
In order to optimise the learning opportunities provided to students we must have consistent, yet developmentally appropriate approaches to teaching, aligned with the National Professional Standards for Teaching, National Domains for School Improvement, the three Levels of Effective Teaching Practice (Sharratt and Fullan, 2012) and the Australian Teacher Performance and Development Framework. The QASMT Visible Learning Schedule is the method by which we ensure that these practices are enacted, in line with Academy priorities.

This is an ongoing, consistent approach to developing an expert teaching team, aligned to both the Explicit Improvement Agenda (EIA, 2018) and the Five Year Strategic Plan (2018). Our collaborative practices are intentional, systematic and planned meetings focused on addressing student needs in learning and wellbeing. These include professional conversations, collective responsibility meetings and subject specific learning strategies arising from student data action plans (SDAPs), and inform student personal learning plans (PLPs). SDAPs, Data Walls and Headline Indicators are a focus for professional discussion to inform practice – the data cycle.



Gradual Release of Responsibility (GRR)

The QASMT Pedagogical Framework applies the principles of Gradual Release of Responsibility as an instructional model for teachers to ensure that there is a shift in the cognitive load from teacher to student (Fisher & Frey, 2008). The inclusion of Learning Intentions and Success Criteria is explicit (Sharratt and Fullan, 2009). The Gradual Release of Responsibility model provides flexibility in teaching as the phases do not have to be sequential and can be implemented according to scope and sequence, student needs and teacher expertise. This model provides a common language of learning across the Academy, while providing autonomy for teachers to select the evidence based strategies they use within each instructional phase.



Focus Phase

The Learning Intentions and Success Criteria, which may be co-constructed, are introduced to the whole class. Explicit instruction models the process and establishes students' prior knowledge.

Guided Phase

Small, purposeful, needs-based groups (planned using tracking) are established and activities are differentiated by varying the content, process or product (Tomlinson, 2001), providing small-group instruction, or scaffolding with cues, prompts, questions and tasks.

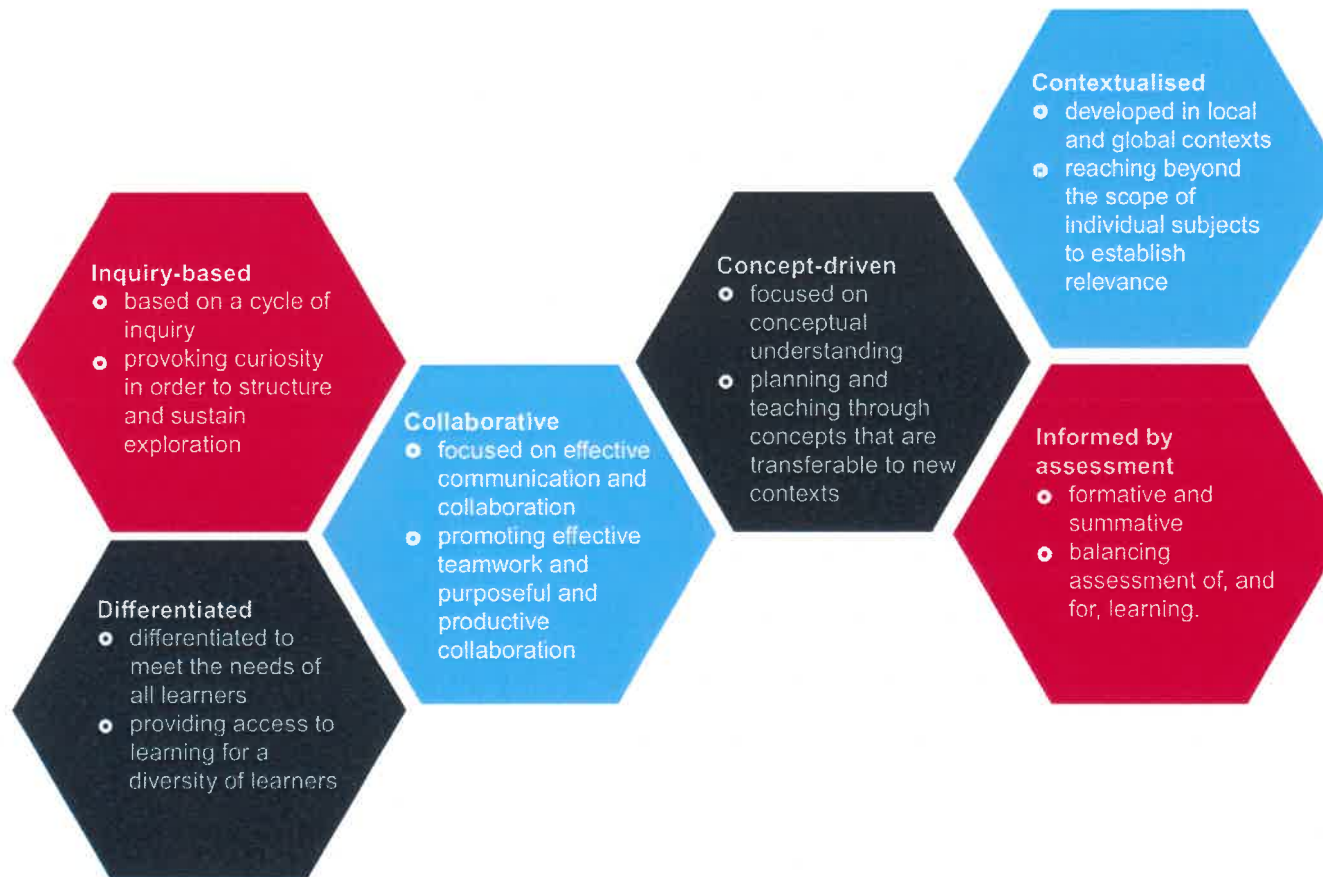
Collaborative Phase

Students become accountable to each other (individual accountability is required to ensure success) for developing knowledge and are monitored and supported. Students begin to engage in the application of information and/or a spiral review of previous knowledge.

Autonomous Phase

Students take full responsibility for their learning to independently apply information, ideas, content, skills and strategies previously learnt. Activities in this phase challenge students in order to allow them to demonstrate the success criteria and reflect on the learning process.

Approaches to Teaching








Pedagogical Toolbox

The Pedagogical Toolbox is a repository of evidence based strategies. Teachers identify strategies to plan for effective learning outcomes. Teachers may also choose to engage in an inquiry model through action research cycles to gauge the greatest effect size for student learning.



John Hattie's Key Attributes of an Expert Teacher

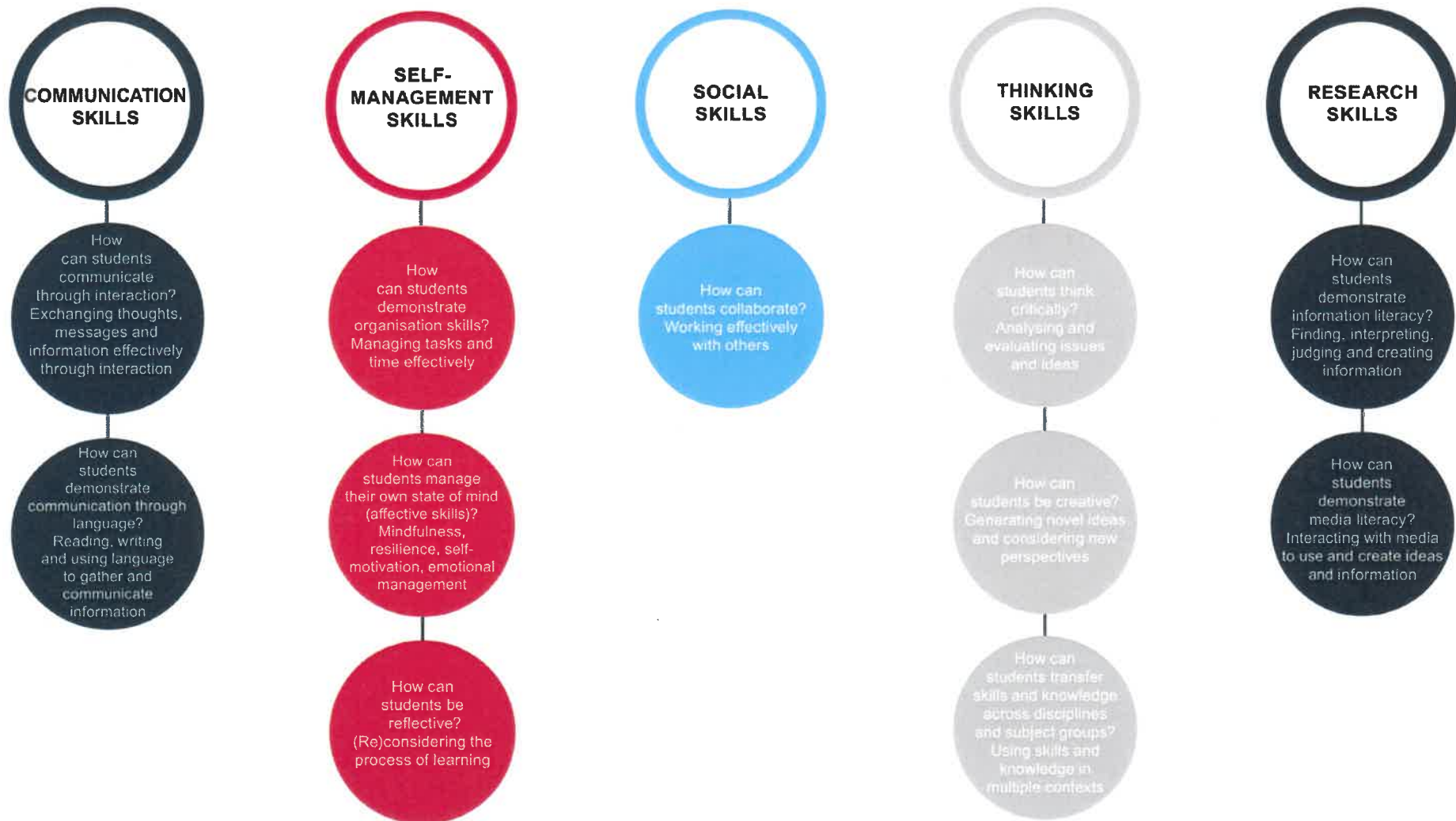
"Only when we dependably identify excellence... can we provide goal posts to aim for." (Hattie, 2012)

	Expert teachers identify the most important ways in which to represent their subject.	Have deeper representations about teaching and learning. They organise and integrate subject knowledge in a way that promotes learning.	Adopt a problem solving stance on their work. They are more opportunistic and flexible in their teaching. They rapidly take advantage of new information.	Can anticipate, plan and improvise as required by the situation. They spend more time analysing the problem before trying different solutions.	Are better decision makers and can identify which decisions are important and what decisions are less important.
	Expert teachers create an optimal classroom climate for learning.	They build climates where errors are welcomed, student questioning is high and engagement is the norm.	Have a multi-dimensionally complex perception of classroom situations. They are more effective scanners of classroom behaviour.	Are more context dependent and have high situational understanding.	Are more automatic. This frees their working memory to focus on the more complex characteristics of teaching and learning.
	Expert teachers monitor learning and provide feedback.	They seek to know details of their students' ability, experiences and background.	Are more adept at developing and testing hypotheses about learning difficulties or instructional strategies. They are meticulous in checking their hypotheses.	Provide much more relevant feedback.	Are passionate about teaching and learning and always seek to use evidence based, high yield pedagogical strategies.
	Expert teachers believe that all students can reach the success criteria and attain both surface and deep understanding.	Have high respect for students. Expert teachers can attend to emotional attributes.	They show more emotion regarding successes and failures in their teaching.	Are passionate about teaching and learning.	They involve themselves with and care for their students with a willingness to be receptive to what students need.
	Expert teachers can positively influence student outcomes.	Engage students in learning and develop self-regulation, involvement in mastery learning, enhanced self-efficacy and self-esteem as learners.	Provide appropriately challenging tasks and goals for students.	Have positive influences on student achievements.	Enhance surface and deep learning in order to develop transfer skills.

Skills

The relationship between teacher and students, the Approaches to Learning (ATL) and Approaches to Teaching (ATT) profoundly shape educational outcomes. Teachers are intellectual leaders who can empower students to develop the confidence and personal responsibility needed to deepen understanding. IB programmes emphasise “learning how to learn”, helping students interact effectively with the learning environments they encounter, and encouraging them to value learning as an essential and integral part of their everyday lives. (MYP: Principles to Practice, 2014).

Approaches to Learning





Positive Education Program (PEP)

We are a Positive Education School

At QASMT we believe that the wellbeing of the whole community matters and that through Positive Education everyone can flourish. Positive Education is embedded in everything we do so that we can live it in our daily lives.

What is Positive Education?

Positive Education is about students preparing for life by developing:

- resilience and grit
- positive relationships
- social and emotional intelligence
- positive health and wellbeing.

Positive Education allows students to have positive engagement and a sense of positive purpose. Having a Positive Education will allow you to develop into a well-rounded global citizen who will flourish.

Positive Education is underpinned by the science of positive psychology based on Professor Martin Seligman's concept of PERMA with the fundamental goal to build human flourishing. Flourishing defined broadly as feeling good and doing good (Seligman, 2011).

What does Positive Education look like at QASMT?

The explicit teaching of Positive Education through PEEC (Positive Education Enhanced Curriculum) helps students to understand the key ideas and concepts. Based on evidence-based research, our Positive Education Program (PEP) allows our students to engage meaningfully in exploration, reflection and apply the skills and mindsets for *flourishing* in life. In PEP classes, students explore and identify their *character strengths*, for example, courage, sense of humour and fairness, and learn how to draw upon these character strengths when facing new challenges.

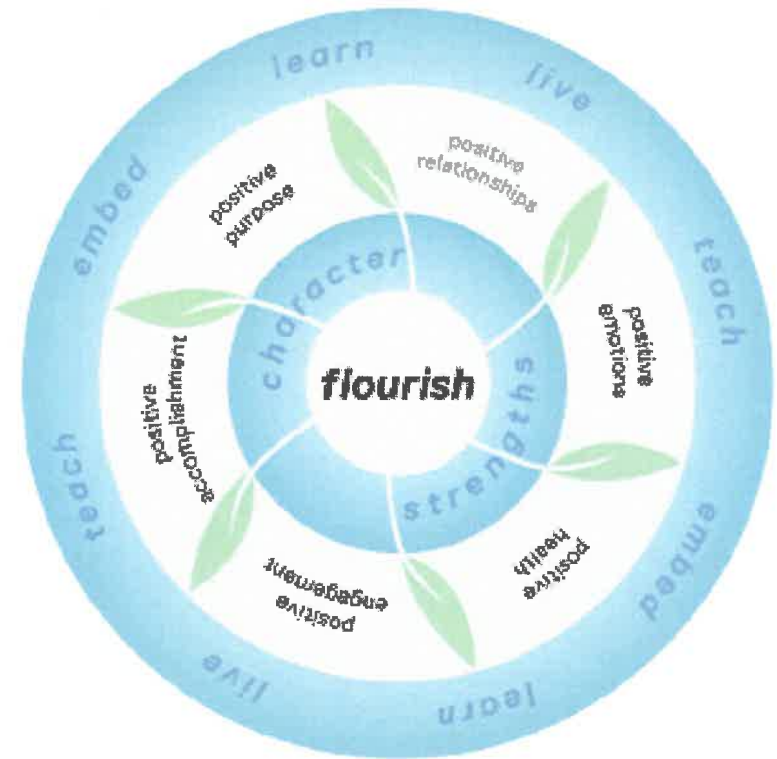


Image credit: Geelong Grammar School Model for Positive Education