Kingston State School’s Teaching and Learning Framework 2014-2017
The Kingston Way 2013-2015

**Professional Learning**
YuMi Deadly Maths; Powerful Literacy Practices; GO-HOT and Differentiation; Building Blocks to Literacy; SWPBS and ESCM; Marzano’s High Yield Strategies; Hattie’s Visible Learning; Data Analysis.

**Instructional Leadership**
The 6 Pillars

**Teaching, Learning and Assessment**
Curriculum - BB2L; ACARA; QCARF
Teaching - The 5-Star Framework
Assessment - Pat M; TORCH; PMB; C-DAT; PAT-S; LOA.

**Community Engagement**
Community Engagement Framework

**2013-2014 Explicit Improvement Agenda**
To Close the Performance Gap between Kingston Students and National Peers in Reading, Writing and Numeracy

**Safe, Supportive and Disciplined Learning Environment**
SWPBS and Essential Skills for Classroom Management
Responsible Behaviour Plan for Students
Kingston Lesson Design

Expectations for lesson planning and delivery:

Thorough understanding of intent.

Learning intent is appropriate for curriculum and year level.

Resources well-prepared.

Engaging and motivating.

Clear directions.

High Expectations.

Planned and relevant questions.

Good pace.

Strong application of the principles of SWPBS - acknowledge appropriate on-task behaviour at a ratio of 4-1.

Appropriate feedback given in different formats.

Teacher is active and engaged with students.

Clear Learning Intention (WALT) and Co-Constructed success criteria (WILF)

See p66-73 of “Putting Faces on the Data.” These elements may not be new everyday. The example from the text on page 73 may be pertinent to the literacy block for a week or so. Also, see p52-60 of “Visible Learning for Teachers” for good information on developing learning intentions and goals.

Modelled, shared, guided, collaborative, or independent learning.

(Not all lessons will always include all of these, but when a concept is introduced, this sequence of activities needs to happen over time)

Marzano’s 9 High Yield Strategies need to be evident.

Identifying similarities and differences; Summarizing and Note-Taking; Reinforcing Effort and Providing Recognition; Practice; Nonlinguistic representations; Cooperative learning; Setting objectives and providing feedback; Generating and testing hypotheses; and Cues, Questions. Graphic Organisers (from “Classroom Instruction that Works”, Marzano et al). Of course, not all of these will occur in any one lesson, but 1 or more has to be evident in every lesson, and all of them need to be evident in planning over time.

Differentiation.

Differentiation needs to be evident in all activities. At Kingston we use The Maker Model. This explains how to differentiate by CONTENT, PROCESS, PRODUCT and LEARNING ENVIRONMENT. For more information see:


Innovative Teachers Companion - Bloom’s Taxonomy

Teachers need to identify at which level students are working at. The levels are: Remembering/Recalling; Understanding Information; Applying/Using Information; Analysing; Evaluating; Designing. See ITC posters and diaries for further information.

Reflection opportunities need to be provided in every lesson.

The last 10 minutes of a lesson need to be devoted to student and teacher reflection of learning that has taken place

See p52-60 of “Visible Learning for Teachers” for good information on reflecting on learning intentions and goals.

KLA Specific Expectations:

Mathematics - Kingston State School has been identified as a YuMi Deadly Maths School of Excellence. It is clear expectation that Maths at Kingston SS is taught within the YuMi RAMR framework in every classroom. Teachers and students need to identify which area of the RAMR framework are the students working in? Reality, Abstraction, Mathematics or Reflection? We use the Polya Problem Solving Strategies in Mathematics.

English - Guided Reading has been identified as a “powerful practice” when teaching students to read. Therefore, it is a strong expectation that students experience guided reading during the week. Millions of Minutes Reading needs to occur everyday - during this time, teachers are expected to conference with students. Teachers are expected to read aloud for pleasure to students regularly. This might be a novel, a picture book or a big book.
Professional Learning at Kingston State School

There is a collegial expectation that all teachers and support staff engage in professional learning. We have a strong belief that our professional learning needs can be met through a collegial approach, utilising the talents of colleagues within our school and, when appropriate, the talent in our region. The formats for professional learning are varied and include:

1. Mandatory sessions held at scheduled meetings and on Professional Development Days;
2. Voluntary sessions at scheduled times;
3. Peer to Peer Reflection and Learning times (negotiated by teachers);
4. Individual and Team Coaching sessions; and
5. Study groups (for example the BB2L group)

Through this approach, we have established a strong professional learning community. Professional Learning for individuals emerges from conversations held as part of the Developing Performance Framework. This framework summarises the main foci of our professional learning agenda.

YuMi Deadly Mathematics

Kingston State School has been recognised as a YuMi Deadly Maths School of Excellence. With this status comes significant funding and a responsibility to showcase best practice locally and interstate. Colleagues at our school regularly participate in professional learning and dialogue associated with YuMi. Teachers are expected to deliver the Maths Curriculum with the YuMi RAMR Framework - Reality, Abstraction, Mathematics and Reflection. For further information visit http://ydc.qut.edu.au/yumi-deadly-maths.html and https://kingstonss.eq.edu.au/

Powerful Literacy Practices (formerly LL4LL)

Kingston State School Teachers participated in the Literacy Lessons For Logan Learners Partnership with Griffith University. While the formal partnership has concluded, the strategies and methods associated have continued. We have reconceptualised the project as Powerful Literacy Practices - referring to the pedagogical tools our teachers have learned to deliver a strong literacy programme. All teachers are expected to use PLPs in their programmes. Examples of PLPs are the use of QAR strategies to promote comprehension and using Guided Reading.

Graphic Organisers and Higher Order Thinking (GO-HOT)
Kingston State School teachers are expected to use the ITC Thinking Skills Framework to plan lessons that utilise Graphic Organisers to promote Higher Order Thinking. Examples of Graphic Organisers include the Fishbone, The Double Bubble and the Triple Entry Journal.

Building Blocks To Literacy
This programme defines pedagogy and curriculum for our youngest students. The Magic Caterpillar’s Building Blocks to Literacy is a framework of interconnected skills designed to ensure that children develop the foundational skills for literacy including phonological and phonemic awareness, motor skills, print concepts and oracy. We offer training in the use of these resources and inservice for teachers in all areas of literacy including reading, written language, handwriting, phonemic awareness, spelling, perceptual motor skills and learning difficulties.

Visible Learning (Hattie)
Our teachers all have a copy of:

Differentiation

Data Literacy
It is expected that at Kingston State School, all teachers are able to analyse student progress data, especially NAPLAN, TORCH, PM-B, Pat-M and CDAT data. Coaches and school leaders work with teachers to analyse data and progress. They create targets for students which are monitored.