Kimberley Park's Pedagogical Framework

July 2012
FOREWORD
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This document was designed by the coaching and administration teams of Kimberley Park State Primary school between January and July 2012. It has its origins from multiple sources including

**John Hattie's** work in his Visible Learning books
http://www.youtube.com/watch?v=sng4p3VsU7Y
http://www.youtube.com/watch?v=3pD1DFTNQf4

**the Data Wise Program**
http://www.youtube.com/watch?v=ek1QeqrvDOw

The teaching staff at Kimberley Park

and also Education Queensland’s South East Region **Coaching mentors.**

**The Coaching team** at Kimberley Park: Carolyn Grant and Melanie Moreland

**Head of Curriculum:** Judy Rose-Cooper

**Deputy Principals:** Jane Tuckett, Janelle Ireland and Simon Bliss

**Principal:** Ross Harvey

The work here is the result of many hours of discussions, research, staff meetings and attendance at training sessions. The Kimberley Park staff are happy to share this work with other schools that are part of Education Queensland. Other schools and educators who wish to use this must first gain approval from the principal, Kimberley Park. Please acknowledge the work of Kimberley Park whenever this work is used. The use of work from John Hattie – particularly his feedback model and Data Wise model is covered under separate copyright.

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## Teachers' Views on Pedagogy at Kimberley Park

### Characteristics of Effective Teaching

- Behaviour Management
- Curriculum (know what)
- Differentiated/Engaging
- Differentiation (know students)
- Engaged Learners
- Engaging Lessons
- Explicit
- Feedback
- Feedback
- Flexible
- Flexible/Mutual Respect
- Good Routine
- High Expectation
- Know Curriculum
- Know Your Curriculum
- Know Your Students
- Know Your Students
- Know Your Students’ Needs
- Knowledge of Content
- Knowledge of Curriculum
- Love of Teaching
- Modelling
- Modelling and having clear expectations
- Multi-Skilled
- Organisation
- Organised
- Pedagogy (feedback)
- Positive Relationships
- Pro-active Behaviours
- Resources
KIMBERLEY PARK STATE PRIMARY SCHOOL
MODEL FOR WHOLE SCHOOL IMPROVEMENT

Our School Vision
We provide high quality education that assists students to love learning, develop judgement and a sense of responsibility, understand the past and prepare to embrace the future.

We equip young people for the future to enable them to contribute to a socially, economically and culturally vibrant society.

Our Influences
- John Hattie
- Grattan Institute
- Our students
- Our parents and community
- Our staff
- Multi-age Structure

Our Programs & Initiatives
- Australian Curriculum – supported by “Curriculum To Classroom”
- Gifted Education Programs
- Performing Arts Programs – including instrumental music, Dance and Musicals
- Visual Arts Program
- Film Festival
- Robotics Program
- Higher Order Thinking (including the use of the Think Drive)
- Oral Language Program
- Words Their Way
- Seven Steps to Writing Success
- Mathletics Reading Eggs & Spellodrome

Our Performance Areas
1. KPSS’s Pedagogical Framework
2. Test preparedness and test data usage
3. Student feedback loop
4. Coaching and mentoring for improvement
5. Target groups – just below average and those students who have the potential to be in the upper two bands

KIMBERLEY PARK DATA

RESEARCH

AUSTRALIAN CURRICULUM

KIMBERLEY PARK SS PEDAGOGICAL FRAMEWORK – FRAMEWORK FOR EFFECTIVE TEACHING & EFFECTIVE PROFESSIONAL FEEDBACK

IMPLEMENTATION, SUPPORT, PRACTICES

SUCCESSFUL STUDENTS
STUDENTS EXCEED POTENTIAL
**KIMBERLEY PARK STATE SCHOOL – PEDAGOGICAL FRAMEWORK**

*Our Framework for Effective Teaching and Effective Professional Feedback*

**INTENT & OUTCOME**

**LEVEL OF PRACTICE**

**EMBEDDED REFLECTIVE PRACTICE**
- Teacher Clarity
- Self-Motivated
- PD for Self-Improvement
- Goal Setting – Self & Students
- Feedback from Colleagues & Students

**FOCUS: PEDAGOGY**
- Analyzes and uses data to inform teaching
- Differentiates learning
- Teaching of Higher Order Thinking Embedded
- Uses WALT/WMS in all KLA
- Engages the Learners
- Seeks Feedback from Colleagues
- Goal Setting for Students
- PD – school identified & self-identified Pedagogy related topics

**FOCUS: PLANNING**
- Plans using the Australian Curriculum, School Programs &/or CLE
- Plans and Undertakes Assessment
- Knowledge of Content to be Taught
- Awareness of student needs – behaviour, special needs
- Collects data & attempts to use data to inform planning
- Shared workload with teaching partners/s
- PD – school identified & organised
- ICTS – incorporated into planning in all KLA
- has worked towards ICT Certificate

**FOCUS: ROUTINES & PROCEDURES**
- Timetable – hours/VA
- Behaviour Plan
- Uses essential skills
- Current displays
- Communication
- Environment
- Transitions
- ICTS – basic

**INFLUENCE & EFFECT SIZE**
- Student expectations: 1.46
- Feedback: 0.75
- Teacher clarity: 0.75
- Self-verification and self-evaluation: 0.64
- Peer tutoring: 0.55
- Professional development: 0.51
- Goals: 0.50
- Teacher expectations: 0.43

**EFFECTIVE PROFESSIONAL FEEDBACK**

Feedback has been shown to be one of the most significant activities a teacher can engage in to improve learner achievement. (Hattie, 1992)

To improve student learning outcomes (for every student) by increasing awareness and the acting of effective teaching practices.

This improvement can be increased by:

- **Teacher Feedback to Self**
  - Increased effort and employment of more effective strategies
  - OR
  - Identifying goals for improvement and seeking self-identified professional development and/or support

- **Teacher Feedback from Colleagues**
  - Providing appropriate challenging and specific goals
  - OR
  - Assisting and supporting teachers to reach their identified goals through effective feedback, mentoring, coaching or other strategies relating to the levels of effective teaching practice.

**EFFECTIVE FEEDBACK ANSWERS THREE QUESTIONS**

- **Feed Up**
  - Where am I going? (the goals)
- **Feed Back**
  - How am I going?
- **Feed Forward**
  - Where to next?

Each feedback question works at three levels:

- **Task Level**
  - How well tasks are understood/perform tasks
- **Process Level**
  - The process needed to understand/perform tasks
- **Self-Regulation Level**
  - Self-monitoring, directing and regulating of actions

- **GOALS ACHIEVED AND INCREASE IN EFFECTIVE TEACHING PRACTICES NOTICEABLE**
  - YES
  - NO

- **Redefine goals and commence process again**
- **Commence Unsatisfactory Performance Process**

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Hattie says "effect sizes" are the best way of answering the question: 'what has the greatest influence on student learning? An effect size of 0.4 can be associated with about one year’s growth."
Kimberley Park State School

Coaching Model

CSI Committee

“What matters most is quality teachers and teaching, supported by strategic teacher professional development”

(Rowe (2003); Joyce & Showers (2002); Hattie (2003); Timperley, et al (2008))
**Kimberley Park State School Coaching Model**

“Support teachers to think their practice forward and build on their existing strengths.”

For change to be effective, it needs to be a collaborative decision led by a motivated leadership team based on evidence. Coaching is increasingly recognised as an important method for improving instruction and achievement, which in turn contributes to sustained change in teachers’ practices, beliefs and attitudes and improved outcomes for students. A coach is an onsite professional developer who partners with educators to identify and assist with implementation of proven teaching methods (Adapted from The Coaching Paradigm – J, Canham (2011)).

*Coaching shifts professional learning from direct instruction outside the context of practice (such as workshops and conferences) to more varied opportunities to improve discipline-specific practice. Coaching leads to improvements in teaching. For instance, teachers apply their learning more deeply, frequently and consistently than teachers working alone; teachers improve their capacity to reflect; and teachers apply their learning not only to their work with students, but also to their work with each other (Neufelf and Roper 2003; Poglinco etal. 2003).*

Coaching underpins Kimberley Park’s explicit agenda for improvement to promote a positive, sustainable change with a strong focus on student improvement. At Kimberley Park, we understand change as a process with coaching as the vehicle for this change. Coaching is two dimensional moving from the cohort’s area of need to individual teacher needs. We believe that effective coaching differentiates professional learning opportunities by thinking of coaching as a continuum. Through the use of observational evidence, listening, strategic questioning, constructive feedback and goal-setting our teachers will become reflective practitioners.

**Continuum of Coaching**

- **Increased external scaffolding**
  - Subject-centred pedagogy
  - Facilitate a **workshop or session** to improve learning and instruction
  - Co-teach with a host teacher in an observation classroom to improve learning and instruction
  - Confer, observe and **debrief** to improve learning and instruction

- **Decreased external scaffolding**
  - Solution-seeking andragogy
  - Facilitate a study group (PLT) or literacy leadership team to investigate adaptive challenges to improve learning and instruction
  - Facilitate **action research** to seek resources after reflection to improve learning and instruction

- **Interactive Coaching**
  - Provide an **observation lesson** to improve learning and instruction

- **Intra-active Coaching**
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INSTRUCTIONAL COACHING MODEL & MENU OF SERVICES

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- Oral Language Program
- Words Their Way
- Seven Steps to Writing Success
- Mathletics Reading Eggs & Spellodrome
- Vocabulary

COACHING MENU OF SERVICES

CURRICULUM IMPLEMENTATION
Includes:
- Unpacking & re-packing units
- Australian Curriculum support
- Thinking Skills

ASSESSMENT
Includes:
- Using the Assessment Toolbox
- Monitoring Tools
- Student Feedback
- Student Goal Setting

DATA ANALYSIS & USE
Includes:
- Being Data Wise
- Differentiation

RESOURCING
Includes:
- ICTs
- Teacher Aides
- Community Members

PEER COACHING & COL-TEACHING
Includes:
- Demonstration lessons – WOW Time
- Co-teaching
- Videoing and Viewing lessons
- Differentiation

CLASROOM ORGANISATION SUPPORT
Includes:
- Timetables
- Transitions
- Using classroom spaces
- Multi-age structure

PROFESSIONAL DEVELOPMENT & TRAINING
Includes:
- Conferences/Workshops
- Online Courses
- Readings & Videos

INDIVIDUAL & COHORT SUPPORT
Includes:
- Specific goals
- Cohort sharing
Disciplined Dialogue Questions:

1. What do we see? (Step 4)
2. Why are we seeing what we are? (Step 5)
3. What, if anything, should we be doing? (Step 6)
Data used (Step 3):

Specifically what this data identified (Step 4):

Outcomes (Step 7, 8 & 3):

What strategies have we put in place in our class to specifically address it? (Step 5 & 6):

How we found out how to respond to this data (where did we get help)? (Step 5 & 6):
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Student Feedback Model - EFFECTIVE STUDENT FEEDBACK

*Feedback has been shown to be one of the most significant activities a teacher can engage in, to improve learner achievement. (Hattie, 1992)*

**Effective Feedback:**
- Immediate
- Identify the way forward
- Descriptive

**Task Level:**
- Focus on learning intentions of task
- Occur as the students are doing the learning

**Process Level:**
- Provide information on how and why the student understands or misunderstands
- Provide strategies to help the student to improve

**Self-regulation Level:**
- Assist the student to understand the goals of the learning

**Vehicles for feedback:**
- Feedback journals
- Goals in context
- Data walls
- Goal placemats
- Conferencing

### Our Performance Areas

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