Teaching and Learning at Pioneer
Our School-wide Pedagogical Framework
Teaching and Learning at Pioneer – Our School-wide Pedagogical Framework
Pioneer State High School
Queensland Department of Education, Training and Employment
July 2013

www.pioneershs.eq.edu.au ▷ Our Staff ▷ Teaching Resources

G:\Coredata\Common\Administration\Pedagogical Framework

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School-wide Pedagogical Framework

A common, consistent and evidence-based approach to teaching and learning is vital to ensuring that the learning outcomes for all students are maximised. This document provides an overview of the beliefs, principles and practices that provide just such an approach to teaching and learning at Pioneer State High School.

Our framework allows us to live out our vision of being “partners in learning for the twenty-first century in a caring, inclusive and innovative community” and reflects our four central strategic priorities of positive relationships, innovative curriculum, responsive pathways and educational excellence.

Our school has synthesised several research-based educational theories and processes into a holistic framework that is responsive to the learning needs of our students. Different components of this framework include:

- Dimension 1 (Attitudes and Perceptions) and Dimension 5 (Habits of Mind) from Marzano and Pickering’s Dimensions of Learning;
- a central focus on Explicit Instruction; and
- Marzano’s Art and Science of Teaching.

The enactment of this framework is underpinned by the beliefs, principles and expectations outlined in our Pioneer Pillars. The Pioneer Pillars are an essential foundation, articulating not only our common beliefs about students and their learning but the ways in which we translate these beliefs into everyday practice.

Our school has developed a range of processes to support the enactment of our pedagogical framework, particularly in relation to curriculum planning and to feedback and coaching. The common unit planning template used by all teachers ensures that curriculum planning and the use of student data is aligned to our pedagogical framework. The template ensures that clear and explicit learning goals are established and that relevant student data is used to differentiate learning in order to support all students in achieving these goals. A range of resources support the use of the template, including a school data analysis guide, a school differentiation guide, and developmental ladders and handbooks relating to several cross-curricular priorities, including literacy, numeracy, ICT and Indigenous perspectives.

Pioneer has also developed a school-wide approach to lesson observations, feedback and evaluation to foster an open, supportive and professional culture of reflection and continuous improvement. Regular observation and feedback for all teachers is framed around a reflection tool directly linked to the different components of our pedagogical framework. The GROWTH coaching model is used to support teachers to continually refine and enhance their expertise and teaching practices.

Our pedagogical framework provides our school community with a clear and united way to continue working together to build the professional capital of our teachers and improve the learning experiences and outcomes of our students.

Joel Buchholz
Principal
School-wide Pedagogical Framework

Dimension 1: Attitudes and Perceptions
High expectations
Classroom climate
Relationships

Lesson Structure
Explicit Instruction
A clear, common and explicit format for every lesson

Learning goals
Clarity of purpose, relevance
Warm up
Foundational knowledge
I do
Lean in, listen and learn
We do
Guided practice, feedback
You do
Independent practice
Plough back
Revision of learning goals

Unit Design, Planning and Review
Marzano’s Art and Science of Teaching
Ten design questions for effective teaching:
1. What will I do to establish and communicate learning goals, track student progress, and celebrate success?
2. What will I do to help students effectively interact with new knowledge?
3. What will I do to help students practise and deepen their understanding of new knowledge?
4. What will I do to help students generate and test hypotheses about new knowledge?
5. What will I do to engage students?
6. What will I do to establish or maintain classroom rules and procedures?
7. What will I do to recognise and acknowledge adherence and lack of adherence to classroom rules and procedures?
8. What will I do to establish and maintain effective relationships with students?
9. What will I do to communicate high expectations for all students?
10. What will I do to develop effective lessons organised into a cohesive unit?

Dimension 5: Habits of Mind
Sixteen habits of thought and action that enable students to become more capable and successful learners

The Pioneer Pillars: core beliefs and expectations about learning
Positive relationships
Innovative curriculum
Responsive pathways
Educational excellence

Resources
Pioneer Data Cloud
Common Unit Planner
Common Assessment Task Template
Data Analysis Placemat
Differentiation Placemat
Developmental Ladders
Literacy and Numeracy Handbooks
Visible Leadership
Observation and Feedback
Coaching Framework
Unpacking Pioneer’s School-wide Pedagogical Framework

**Dimension 1: Attitudes and Perceptions**
- Dimension 1 of the Dimensions of Learning framework is concerned with the deliberate cultivation of positive student attitudes in relation to the classroom climate and learning. Positive attitudes and perceptions impact significantly on students’ ability to learn.
- All teachers are expected to actively support students in establishing positive attitudes and perceptions about the classroom and about learning.

**Explicit Instruction**
- Explicit Instruction (IE) underpins the structure of all lessons at Pioneer, ensuring that all lessons follow a clear sequence based on the latest educational research on effective instruction. The sequence and expectations relating to each phase – learning goals, warm up, I do, we do, you do and plough back – provide consistency for teachers and students.
- All teachers are expected to follow the Explicit Instruction sequence for all lessons.
  Refer to Archer and Hughes (2011) *Explicit Instruction: Effective and Efficient Teaching*

**The Art and Science of Teaching**
- Framed through ten design questions, The Art and Science of Teaching provides a comprehensive framework for effective teaching. The questions help to guide unit planning and provide more specific strategies that can be employed within the EI lesson sequence.
- All teachers are expected to use the ten questions in the design of all units of work and in the evaluation of their teaching.
  Refer to Marzano (2007) *The Art and Science of Teaching*

**Supporting Resources**
- A range of resources has been developed to support teachers in the consistent and effective implementation of our pedagogical framework. These resources ensure that key elements of our framework are embedded in curriculum planning, data analysis, differentiation and in feedback, evaluation and coaching processes.
- All teachers are expected to utilise these resources within their planning and reflection.
  Refer to Teaching Resources section of www.pioneershs.eq.edu.au or school network

**Pioneer Pillars**
- The Pioneer Pillars outline the core beliefs and expectations that underpin teaching practice at Pioneer. The pillars are based on the work of John Fleming and provide an essential foundation to the Explicit Instruction component of Pioneer’s pedagogical framework.
- The six pillars aim to foster high expectations for all students.
- All teachers are expected to ensure that the beliefs and expectations from the Pioneer Pillars are embedded in all classrooms and in all teacher-student interactions.

**Dimension 5: Habits of Mind**
- The Habits of Mind are sixteen productive mental habits that provide a backdrop to the learning process and help students to take thoughtful and intelligent action in their learning.
- All teachers are expected to explicitly teach students about the habits and how to use them more effectively. Teachers will focus on specific habits relevant to individual units of work.
Unpacking the Explicit Instruction lesson sequence

**Explicit Instruction** underpins the structure of all lessons at Pioneer, ensuring that all lessons reflect an effective, evidence-based learning process. Importantly, however, 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 EI process. The Pioneer Pillars provide strong foundations for Explicit Instruction at Pioneer.

<table>
<thead>
<tr>
<th>Learning Goals</th>
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<tbody>
<tr>
<td>- At the start of every lesson, the teacher must clearly communicate the specific learning goals for the lesson. The goals should be displayed on the special boards provided 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 goals of the unit of work.</td>
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<td>- Take the time to communicate and clarify the goals, connect them to previous learning and align them to future learning and real-world applications and relevance.</td>
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<tr>
<th>Warm Up</th>
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<td>- “Warm Ups” are designed to verify students’ understanding of pre-requisite knowledge, help move newly acquired knowledge from short-term to long-term memory, develop automaticity in critical pre-requisite knowledge, and activate knowledge that underpin the lesson.</td>
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<tr>
<td>- Review and activate pre-requisite knowledge, through engaging activities that allow students to practise related skills and the teacher to verify every student’s ability to perform them.</td>
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<td>- Align the “Warm Up” with knowledge underpinning the learning goals for that lesson.</td>
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<thead>
<tr>
<th>I Do</th>
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<td>- The “I Do” phase is focussed on direct teaching of new knowledge or skills.</td>
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<td>- Sequence knowledge and skills logically and present new material in small steps, breaking down complex skills and strategies into smaller instructional units.</td>
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<td>- 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.</td>
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<td>- Use clear and precise language and avoid digressions.</td>
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<tr>
<th>We Do</th>
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<td>- 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.</td>
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<td>- Use observation, frequent questioning, and corrective feedback to ensure that all students understand and can apply the new knowledge or skills.</td>
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<td>- Work with differentiated groups of students to facilitate collaborative practice, providing more interactive instruction, additional modelling and support where required.</td>
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<th>You Do</th>
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<td>- 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.</td>
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<td>- Regulate the difficulty of practice opportunities to promote success and build confidence.</td>
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<td>- Differentiate practice by providing varying levels of scaffolding and the complexity of tasks to targeted groups of students.</td>
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<td>- Structure activities that link skills to prior learning and apply them in novel situations.</td>
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<tr>
<th>Plough Back</th>
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<td>- 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.</td>
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<td>- Refer back to the lesson’s learning goals and outline how these have been covered.</td>
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<tr>
<td>- Help students to organise new knowledge and skills, making connections to prior and future learning.</td>
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<tr>
<td>- Encourage students’ own metacognition, engaging them in reflection on their own learning.</td>
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In every classroom, the teacher:

- seeks to know every child, both personally and in terms of data about their learning
- establishes high expectations for every student’s success
- requires all junior classes to line up in two quiet lines and requires all students to take out their Student Planner and other equipment before entering the classroom
- utilises the Explicit Instruction sequence and clearly communicates the lesson’s learning goals
- differentiates work so that every student is able to engage with work at their level
- regularly sets homework to help ensure that foundational knowledge is moved from short to long term memory – work should be written in the Student Planner at least weekly
- checks that homework is written in Student Planners as students leave the classroom
- demands a high standard of bookwork from every student, as per the school’s Bookwork Policy
- provides regular feedback on students’ learning and regularly corrects students’ bookwork – books should be collected and marked at least once a term and feedback should be provided on drafts for all assignments
- displays relevant stimulus, exemplars and high quality student work around the room
- establishes a positive classroom tone, with clear expectations for student engagement and conduct
- maintains an active presence, moving actively around the classroom and engaging with students
- identifies, teaches, values, models and embeds relevant Habits of Mind that will support student learning

Every student needs:

- A positive relationship with their teacher
- Work at their level
- Friends at school

All students can learn and achieve

Every student in every lesson must be learning
Planning, implementing and evaluating a unit of work

Pioneer’s Pedagogical Framework provides a consistent and evidence-based approach to teaching and learning. This flow chart provides an overview of how teachers at Pioneer go about enacting the framework to plan, implement and evaluate a unit of work and to reflect on their teaching practices. The flow chart explains how and when teachers draw upon the range of available resources designed to support implementation of the framework.

Planning “The What”

- Where possible, a team approach is used to develop an overview of the unit of work.
- The team leader coordinates the development of “The What” section of the Common Unit Planner and shares this with all teachers implementing the unit.
- “The What” section of the template provides a summary of the unit’s focus, overarching learning goals, relevant Habits of Mind, focussed vocabulary and formal assessment.
- The design of assessment tasks should be “front-ended” in unit planning, ensuring that assessment is directly related to the learning goals of the unit of work.

Planning “The How”

- Data Analysis – individual teachers access the Pioneer Data Cloud and other data sources to identify relevant trends in student achievement. The Data Analysis Placemat supports teachers’ use of data.
- Differentiation – based on their analysis of student data, teachers place students in their class into quadrants, indicating the level of support or extension required. The Differentiation Placemat supports teachers in identifying possible differentiation strategies.
- Teachers document these processes in “The How” section of the Common Unit Planner.

Implementing the Unit

- Teachers devise and sequence learning experiences to meet the learning goals of the unit and the learning needs of the students, guided by the Art and Science of Teaching.
- Pioneer Pillars – when implementing the unit of work, teachers observe and embed the expectations, principles and processes outlined in the Pioneer Pillars.
- Explicit Instruction – all lessons are delivered using the Explicit Instruction lesson sequence, including clear Learning Goals, Warm Up activities and Plough Back.
- Feedback – teachers provide ongoing feedback to students in relation to their learning.

Observation and Feedback

- Visible Leadership – The Executive Team conducts Visible Leadership visits several times each week, providing general feedback around teaching and learning.
- Lesson observations – every teacher is observed at least once per term by their supervisor or a peer in a predetermined and mutually agreed lesson.
- The teacher’s completed unit planner should be provided to the observer prior to the lesson.
- The observer records feedback using the Lesson Observation and Reflection form and meets with the teachers to affirm high quality practice and offer suggestions for growth.

Assessment and Moderation

- All assessment tasks in Years 8-10 are developed using the Common Task Sheet Template.
- Assessment is administered in accordance with the school’s Assessment Policy.
- Students receive feedback on assessment tasks and through formal reports each term, including feedback each semester on how to more effectively utilise the Habits of Mind.
- Teachers provide relevant student data to assist school tracking and intervention processes.
- Each department implements internal moderation processes at least once per semester to ensure consistency in the application of standards.

Review and Coaching

- Teachers continually reflect on the effectiveness of the unit of work and their teaching practices. The Art and Science of Teaching questions, student achievement and feedback from students, lesson observations and moderation processes inform teachers’ reflections.
- Teachers support team leaders to modify unit plans and assessment tasks for future use.
- Teachers draw on their reflections to identify goals for further enhancing their teaching. The goals are explored through coaching conversations each semester with their supervisor and strategies are documented in teachers’ annual Performance Development Plans.

Quality planning – Quality teaching – Quality feedback – Quality learning
Resources for the planning, implementation and review cycle

- Curriculum documents and syllabi
- “The What” section of the Common Unit Planner
- Data Cloud
- OneSchool Class Profile
- Data Analysis Placemat
- Differentiation Placemat
- “The How” section of the Common Unit Planner
- Common Unit Planner
- Pioneer Pillars
- Explicit Instruction Lesson Sequence
- Marzano’s Art and Science of Teaching
- Literacy and Numeracy Handbooks
- Bookwork Policy
- Observation and Feedback Framework
- Visible Leadership Feedback
- Lesson Overview Feedback
- Lesson Sequence Observation
- Common Assessment Task Template
- Assessment Policy
- Reporting Guidelines
- Department moderation processes
- Marzano’s Art and Science of Teaching
- Cross-Curricular Developmental Ladders
- Developing Performance Plan
- GROWTH Coaching Framework
Lesson observations, feedback and professional reflection

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.

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. Beginning teachers, for example, will 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. Teachers will receive feedback through both supervisor and peer observations. Feedback from these observations will inform the development of goals and related strategies in teachers’ Performance Development Plans. Supervisors will utilise the GROWTH coaching model to support teachers in identifying appropriate goals and strategies.

Professional reflection and feedback at Pioneer are framed around four dimensions:

Common Unit Planner
- Is there clear line-of-sight from the unit’s learning goals, to the assessment, to what I am planning and teaching?
- Have I identified appropriate prior learning?
- Have I identified and analysed relevant student data to inform my differentiation?
- Have I mapped my students accurately across the four differentiation quadrants?
- Have I identified appropriate strategies to support or extend students in each quadrant?
- How have I considered and integrated priorities around Habits of Mind, ICTs, Literacy, Numeracy and Indigenous Perspectives in my planning?

Explicit Instruction Sequence
- How effectively have I explicitly outlined the learning goals for the lesson?
- Are the learning goals for the lesson related to the overarching goals of the unit?
- How well have I communicated the relevance of these learning goals and how effectively have I connected these to students’ prior learning?
- Have I reviewed and consolidated prerequisite skills and knowledge through engaging activities?
- How effectively and explicitly have I used the “I do, we do, you do” sequence to structure learning?
- How effectively have I “ploughed back” to review learning goals and help organise new knowledge?

Pioneer Pillars
- Do I know every child in my class?
- Do I establish high expectations for all students?
- Do I line up junior classes and expect them to take out their planners and equipment at the start of the lesson?
- Do I set homework at least once per week and require students to write this in their planner?
- Do I demand a high level of presentation in students’ bookwork?
- Do I monitor students’ understanding and provide frequent feedback to students, including through the regular and effective use of questioning?
- Do I display high quality student work and exemplars in the room?
- Do I establish a positive classroom tone, with clear expectations of student engagement and conduct?
- Do I maintain an active presence, by moving strategically around the room and interacting with students?
- Do I model, value and embed the Habits of Mind?

Art and Science of Teaching
- How do I establish and communicate learning goals, track student progress, and celebrate success?
- How do I help students effectively interact with new knowledge?
- How do I help students practise and deepen their understanding of new knowledge?
- How do I help students generate and test hypotheses about new knowledge?
- How do I engage students?
- How do I establish or maintain classroom rules and procedures?
- How do I recognise and acknowledge adherence and lack of adherence to classroom rules and procedures?
- How do I establish and maintain effective relationships with students?
- How do I communicate high expectations for all students?
- What will I do to develop effective lessons organised into a cohesive unit?
Lesson observation and coaching protocols and timelines

Peer lesson observations and feedback:
Each teacher is observed by a peer once each semester and also observes a peer once each semester. In Semester 1, teachers form their own pairs to both observe a peer’s lesson and be observed by the same peer. In Semester 2, HODs may recommend particular peer pairings based on areas of development identified through teachers’ Performance Development Plans. Prior to the lesson observation, the teacher provides the observer with a completed copy of their Unit Planner. Peer observers may utilise the Lesson Sequence Observation form to record their observations. Following the lesson, the teacher and observer meet and the observer frames their feedback in terms of two features of the lesson they liked and two “what if?” statements to provoke further reflection and discussion. Feedback is focussed directly on the Explicit Instruction sequence.

Supervisor lesson observations and feedback:
Each teacher is observed by their supervisor at least once per semester. Prior to the lesson observation, the teacher provides the observer with a completed copy of the relevant Unit Planner and negotiates any specific areas of focus for the observation. The observer uses the Lesson Overview Feedback form in conjunction with the Lesson Sequence Observation form to record their observations and structure their feedback. The ten questions from Marzano’s Art and Science of Teaching can be used to frame feedback from the observer and reflection by the teacher.

Coaching:
HODs engage teachers in coaching conversations once a semester. Teachers use their own professional reflections together with feedback from supervisor and peer lesson observation feedback to identify areas for further growth or development. In the initial coaching conversation, HODs assist teachers to develop goals and strategies relating to these areas. These goals and strategies are recorded in teachers’ Performance Development Plans. HODs utilise the GROWTH coaching model to structure coaching conversations.

- Supervisor lesson observations – each teacher is observed by their supervisor and receives feedback
- Peer lesson observations – peers observe each other and provide feedback (self-selected peer pairs)
- Coaching conversation – PDP goals and strategies developed with HOD
- Supervisor lesson observations – each teacher is observed by their supervisor and receives feedback
- Peer lesson observations – peers observe each other and provide feedback (HOD-informed peer pairs)
- Coaching conversation – PDP goals and strategies reviewed with HOD

GROWTH Coaching

| G | Goal       | What do you want to achieve? |
| R | Reality    | What is happening now?       |
| O | Options    | What could you do?           |
| W | Will       | What will you do?            |
| T | Tactics    | How and when will you do it? |
| H | Habits     | How will you sustain your success? |

Developed by Growth Coaching International

Term 1
- Supervisor lesson observations

Term 2
- Supervisor lesson observations
- Peer lesson observations
- Coaching conversation

Term 3
- Supervisor lesson observations

Term 4
- Supervisor lesson observations
- Peer lesson observations
- Coaching conversation
**Lesson Overview Feedback**

**(Supervisor use only)**

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Class:</th>
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<tbody>
<tr>
<td>Observer:</td>
<td>Lesson and date:</td>
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<tr>
<td>Agreed focus or goals of lesson observation (optional):</td>
<td></td>
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### Before the lesson...

**Unit Planner**
- Learning objectives
- Habits of Mind
- Data analysis and differentiation
- Cross-Curricular priorities

### During the lesson...

**Explicit Instruction**
- Learning goals, warm up, I do, we do, you do, plough back

**Pioneer Pillars**
- Classroom entry procedure
- Learning goals clearly communicated
- Differentiation of work
- Homework set and checked
- Book work and presentation
- Regular teacher feedback
- Display of student work
- Positive classroom tone
- Teacher presence and movement
- Habits of Mind embedded, including teacher and student talk

**Behaviour Management**
- Following and reinforcing school policy and procedures
- Proactive classroom management and organisation
- Fostering positive relationships with all students
- Effective balance of teaching and managing
- Effective de-escalation, redirection and refocusing strategies

### After the lesson...

**Art and Science of Teaching**
- How do I establish and communicate learning goals, track student progress, and celebrate success?
- How do I help students effectively interact with new knowledge?
- How do I help students practise and deepen their understanding of new knowledge?
- How do I help students generate and test hypotheses about new knowledge?
- How do I engage students?
- How do I establish or maintain classroom rules and procedures?
- How do I recognise and acknowledge adherence and lack of adherence to classroom rules and procedures?
- How do I establish and maintain effective relationships with students?
- How do I communicate high expectations for all students?
- What will I do to develop effective lessons organised into a cohesive unit?

### Further comments
**Lesson Sequence Observation**  
*(Supervisor and peer use)*

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Key Indicators</th>
<th>Comments</th>
<th>I</th>
<th>A</th>
<th>D</th>
<th>B</th>
<th>N</th>
</tr>
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</table>
| Start of Lesson| • Appropriate routines  
• Classroom tone  
• Attention and engagement                                           |          |   |   |   |   |   |
| Learning Goals | • Display and communication of Learning Goals and related HoM  
• Explanation of relevance and connection to previous learning |          |   |   |   |   |   |
| Warm Up        | • Moving knowledge from short-term to long-term memory  
• Developing automaticity in pre-requisite skills and knowledge  
• Activating prior knowledge  
• Engaging and focussed                                           |          |   |   |   |   |   |
| I Do           | • New material presented in small steps  
• Complex skills and strategies broken down to smaller instructional units  
• Modelling, thinking aloud  
• Examples and non-examples  
• Clear, precise language  
• Logically sequenced                                           |          |   |   |   |   |   |
| We Do          | • Scaffolding and guided practice to develop proficiency and automaticity  
• Observation, corrective feedback and frequent questioning  
• Differentiated groupings, collaborative practice, additional modelling and support |          |   |   |   |   |   |
| You Do         | • Independent and collaborative practice  
• Regulating difficulty to promote success  
• Varying levels of scaffolding and complexity for differentiation  
• Consolidating skills and knowledge  
• Applying in new contexts and relating to previous skills and knowledge |          |   |   |   |   |   |
| Plough Back    | • Linked to Learning Goals and HoM  
• Connections to prior and future learning  
• Checking for understanding  
• Opportunities for students’ self-reflection                      |          |   |   |   |   |   |

**Commendations**  
*I liked…*

**Suggestions**  
*What if you…*

**Teacher’s reflections**

Observer signature:  
Teacher signature:
<table>
<thead>
<tr>
<th>Date:</th>
<th>Session:</th>
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<td>Areas visited:</td>
<td>Team:</td>
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<tr>
<td><strong>Student engagement and conduct</strong></td>
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<td>Uniform</td>
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<td>Books and equipment</td>
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<td>Student Planners</td>
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<td>Student behaviour</td>
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<tr>
<td>Student understanding of task</td>
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<td>Student understanding of relevance of task</td>
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<td><strong>Pioneer Pillars</strong></td>
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<td>Classroom entry procedure</td>
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<td>Learning goals clearly communicated</td>
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<td>Differentiation of work</td>
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<td>Homework set and checked</td>
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<td>Book work and presentation</td>
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<td>Regular teacher feedback</td>
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Electronic copies of Pioneer SHS’s School-wide Pedagogical Framework as well as supporting documents and templates such as the common unit planning template, data analysis and differentiation placemats and literacy and numeracy handbooks can be found on the school’s website and network:

www.pioneershs.eq.edu.au ➤ Our Staff ➤ Teaching Resources

G:\Coredata\Common\Administration\Pedagogical Framework

Student achievement data and performance tracking information is stored centrally and securely in the school’s Data Cloud:

G:\Coredata\Common\Administration\Data Cloud

For further information, please contact the Principal or the Head of Department (Academic Performance and Learning)
Our vision:
Partners in learning for the twenty-first century in an innovative, inclusive and caring community

Our priorities:
Positive relationships | Innovative curriculum | Responsive pathways | Educational excellence