Kuraby Special School

School Wide Pedagogical Framework

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"Learning for Life"

Kuraby Special School caters for students from 5 to 18 years of age. They are age equivalent to Prep through to Year 12. All students enrolled at Kuraby Special School are verified with an Intellectual Disability. A large number of our students also have Autism. A further group have a Hearing or Physical Disability in addition to their Intellectual Disability.

Our school supports students from a wide range of cultural and religious groups from a number of countries.

Our school's Vision, Mission Statement, Values and Beliefs underpin all activities, processes and documents of the school. These are outlined below.

School Vision

Our School Community will be united in supporting and enabling each student to reach their greatest potential; through embracing opportunities within innovative and relevant curriculum, teaching and learning environments; and in so doing become active citizens.

Mission Statement

Kuraby Special School welcomes diversity and respects individuality by providing a professional, caring, positive and safe learning environment with specialised programs and support for students, families, staff and community.

Values and Beliefs

We believe:

Our students have the right to:

- *Be given every opportunity to reach their potential in the areas of physical, emotional, intellectual and social development*
- *To be treated with dignity and respect*
- *Have their uniqueness and giftedness recognised and nurtured*
- *Have access to a range of post school options.*

As a school community we believe:

- *In working as a team in partnership with parents*
- *Programs will focus on individual needs*
- *Our students can become contributing and valued members of our community*
- *In encouraging and empowering students and staff to make appropriate decisions and accept personal responsibility for programs that are relevant to age, ability, individual development and in the best interests of students.*

Education Queensland Context

As a State Special School, Kuraby fits within the Education Queensland context in relation to all its policies and procedures. This is the case in relation to our Pedagogical Framework. It is underpinned by the EQ Curriculum Framework, which incorporates pedagogical practice, as seen below.

Systemic pedagogy provides an overarching frame for schools to utilise to determine shared understandings and practice within their own school community. Kuraby Special School's Pedagogical Framework forms part of the 'Sequencing teaching and learning' component of the systemic frame.

"*Working together to ensure that every day, in every classroom, every student is learning and achieving*"
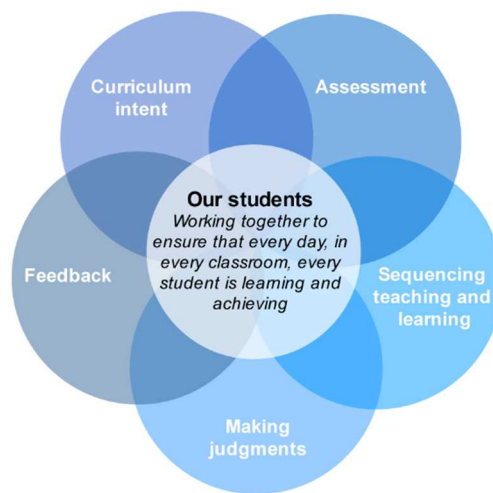
Curriculum Intent:
Being clear and explicit about what is to be learned, assessed and judged.
Assessment:
Adjusting lesson depth based on assessment cognitive demands.
Using a range of formal and informal assessment strategies to evaluate the effectiveness of each lesson.
Sequencing teaching and learning:
Selecting/prioritising strategies and resources that support student needs.
Making Judgements:
Explaining and teaching the criteria by which student work will be judged
Feedback:
Conducting a 'check for understanding' at certain points within a lesson and unit work.

Systematic Pedagogical Delivery ….

In order to have systemic consistency of pedagogical delivery across the school, the following four key elements were considered:

1: Visions – our School's vision and Education Queensland vision

2: A shared commitment to systemic pedagogy

3: Consistent pedagogical framework – school wide document

4: Implementation of pedagogical strategies – general and special education.

Our School Pedagogical Framework is informed by:

- Department of Education, Training and Employment Pedagogical Framework
- Educational Research – Robert Marzano "The Art and Science of Teaching" (2007)
- Australian Curriculum - Special Education – individualised learning goals
- Kuraby Special School culture – Vision, Mission Statement, Values and Beliefs

Pedagogy Defined

Pedagogy is defined by

- Styles and methods of instruction used in the teaching profession
- The method and practice of teaching

Pedagogy Defined by the Australian Curriculum

Literacy

Research into pedagogy in English literature, literacy and language, indicates that teachers need to provide flexible and responsive classroom interactions and activities that support the understanding of specific texts in depth. Teachers need to use texts from a wide range of genres, topics and issues, and use approaches to teach language and literacy that meets student needs. Teacher should make clear and cumulative connections between knowledge and skills across multiple curriculum areas, instead of treating them as discrete. By engaging students in extended interactive learning, teachers will help students to develop depth and complexity of understanding.

At Kuraby Special School we have chosen to use Four Blocks: The Literacy Model as our approach to the teaching of reading and writing behaviours that precede into conventional literacy (see Appendix 4).

Numeracy

The Australian Curriculum – Mathematics -has been organised based on some of the following pedagogical assumptions:

It is preferable for students to study fewer aspects in more depth, rather than superficially studying more aspects and challenging problems can be posed using basic content. Teachers can make informed classroom decisions interactively if they are aware of the development of key ideas, and a clear succinct description will assist this along with effective use of digital technologies to enhance the relevance of the content and processes for learning. Teachers can make mathematics inclusive by using engaging

experiences that can be differentiated both for students experiencing difficulty and those who can complete the tasks easily.

General Capabilities

General capabilities, a key dimension of the Australian Curriculum, are addressed explicitly in the content of the learning areas. They play a significant role in realising the goals set out in the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008) – that all young people in Australia should be supported to become successful learners, confident and creative individuals, and active and informed citizens.

The Australian Curriculum includes seven general capabilities:
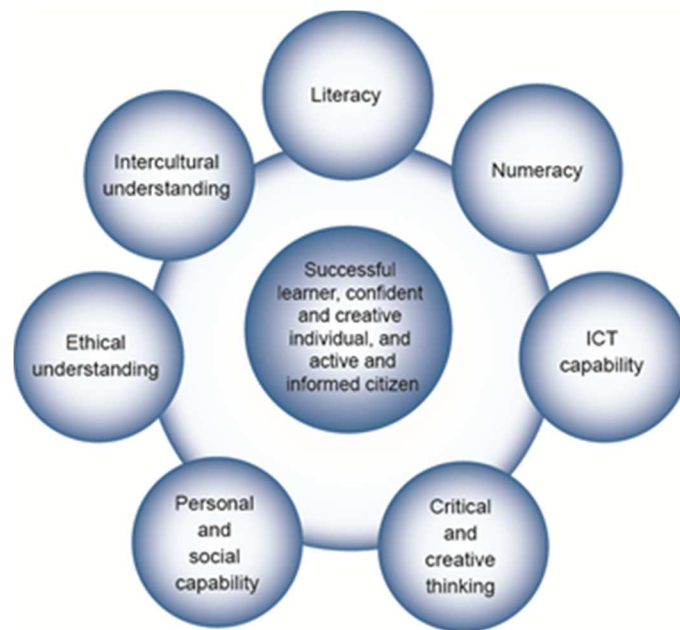
(Australian Curriculum, V7.2, 2014)

Queensland Certificate of Individual Achievement (Years 11 & 12)

The QCIA recognises and reports the learning achievements of students whose learning is part of an individualised learning program. Statements of Achievement and Statements of Participation list the educational achievements of the students under five curriculum organisers – Communication and Technologies; Community, Citizenship and the Environment; Leisure and Recreation; Personal and Living Dimensions; Vocational and Transition activities. This certificate is awarded by the Queensland Curriculum and Assessment Authority (QCAA) to students on completion of their Senior Schooling Phase.

Marzano – The Art and Science of Teaching

The staff of Kuraby Special School examined a number of Pedagogical Approaches suggested by Education Queensland. It was determined that Marzano's 'Art and Science of Teaching' best met the needs of the students at Kuraby Special School.

Marzano states "One might conclude ….. that I believe teaching to be a science. It is certainly true that research provides us with guidance as to the nature of effective teaching, and yet I strongly believe that there is not (nor will there ever be) a formula for effective teaching" (Marzano, 2007). Marzano also comments on Willms'(1992) findings where Willms notes "I doubt whether another two decades of research will …. help us specify a 'model for all seasons' – a model that would apply to all schools in all communities at all times".

It was on statements such as the above, that the staff believed that The Art and Science of Teaching as a Pedagogical Approach would be flexible enough to cater for all the learning needs and styles of all the students at Kuraby Special School.

The Art and Science of Teaching Model postulates that effective pedagogy involves three related areas:

1.   The instructional strategies used by the teacher

2.   The management techniques used by the teacher

3.   The curriculum designed by the teacher

(Marzano, Pickering, & Pollock, 2001, pp9-10)

Three Components of Effective Classroom Pedagogy

Use of Effective Instructional Strategies	Use of Effective Management Strategies	Use of Effective Classroom Curriculum Design Strategies

To ensure high-quality teaching and to improve the learning and achievement of students at Kuraby Special School, continuous improvement, effective pedagogy, relevant planning and assessment literacy are whole of school priorities. These priorities are led by the Principal and Deputy Principal with teachers as leaders of learning; mentors and/or mentees; experts and novices.

Our Collaborative School Wide Approach

This Pedagogical Framework has been designed as a comprehensive guide for teachers at Kuraby Special School for a school wide pedagogical approach to teaching and learning. Marzano states that the comprehensive model offered in his book is articulated in the form of ten design questions. (see Appendix 2).

This Pedagogical Framework aligns with the State Schools Pedagogical framework, particularly the six core systemic principles as listed:

- Student-centred planning
- High expectations
- Alignment of curriculum, pedagogy and assessment
- Evidence-based decision making
- Targeted and scaffolded instruction
- Safe, supportive, connected and inclusive learning environments.

Expectations of teachers

There is a school wide expectation that all teachers will plan with a pedagogical focus that meets the individual needs of the students in their class/es.

Teaching teams will explicitly use the school wide pedagogical framework to plan units of work that reflect a consistency of curriculum and support the implementation of improved teaching approaches to learning.

Skills of teachers

Teachers will enrich student learning by providing students with differentiated or modified learning opportunities encompassing specific aspects of the general capabilities learning continua such as the higher order cognitive skills of the critical and creative thinking capability.

Teacher's pedagogical repertoire may include a variety of teaching strategies, however as a whole school we want to maximise the potential of every teaching and learning opportunities for all students in order for them to reach their potential.

Teachers at Kuraby Special School will use a range of communication approaches / modes / methods, such as PODD (Pragmatic Organisation Dynamic Display) communication book, PECS (Picture Exchange Communication System), Proloquo2go (on iPad) and Auslan. The school's Speech Language Pathologist, in consultation with parents and teachers, determines the communication method/s required or preferred by the student. This is to be used consistently with the student to realise the greatest improvement in student learning.

Linking with the culture of Kuraby Special School is the inclusion of School Wide Positive Behaviour Support program across the curriculum. This will include specific content, as well pedagogical approaches that promote and enhance the learning environment for all students.

Equipping Teachers to Implement the Pedagogical Framework

Professional Development

Teachers at Kuraby Special School will receive on-going professional development through face-to-face presentations, professional articles and readings and a coaching/modelling program. These areas of professional development will be included in the School Improvement Agenda and be accounted for in the school budget. This will support teachers to:

- engage in professional conversations with each other using the language of Marzano's Art and Science of Teaching; DETE Principles and Special Education approaches and strategies
- know each of their individual students, know where they are at in their learning, how they learn, and how they demonstrate what they have learnt
- establish and maintain effective relationships with students, through effective classroom management, classroom management activities and managing behaviours appropriately
- provide teaching and learning opportunities for students to engage successfully across all learning areas through communicating learning goals and high expectations
- provide a variety of pedagogical strategies to cater for different learning areas and a range of student needs
- reflect on professional practice and develop coaching relationships with other members of staff.

Human Resources:

Head of Curriculum – will support all teachers by: -

- Contributing to, participating in and assisting with
  - curriculum leadership and management of a school wide approach to curriculum development, implementation, assessment and reporting
  - the development of a school based vision of curriculum and pedagogy
  - the development of school based pedagogy assessment and reporting framework
  - the identification and delivery of professional development needs of the school in relation to curriculum, pedagogy, assessment and reporting
  - the collegial support of teachers during periods of new pedagogical endeavours.
- Contributing to and assisting with
  - the facilitation of year level planning days and activities
  - the development of unit plans
  - enhanced pedagogical delivery in classrooms.

Resources

All teachers will have access to: -

Books in the school library:

The Art and Science of Teaching (Robert J. Marzano)

What Works in Schools – Translating Research into Action (Robert J. Marzano)

Classroom Management that Works – Research Based Strategies for Every Teacher (Robert J. Marzano, with Jana S Marzano & Debra J. Pickering.

Websites:

www.marzanocenter.com

This website has a list of resources and suggestions for teacher Professional Development, Scales and Evidences from the Marzano Teacher Evaluation Model, and a variety of resources, which could help teachers plan and implement classroom programs using the Marzano Design Questions.

Pedagogical Framework Snapshot - Kuraby Special School

DETE Principles	Pedagogical Approach	Special Education Approaches/Strategies	
1. Student-centred Planning	Art and Science of Teaching	**LEARNING IDEOLOGIES**	**COGNITIVE / BEHAVIOURAL**
2. High Expectations	1. What will I do to establish and communicate learning goals, track student progress and celebrate success?		School Wide Positive Behaviour Support (SW PBS)
3. Alignment of Curriculum, pedagogy & assessment	2. What will I do to help students effectively interact with new knowledge?	Community Based Instruction	Applied Behaviour Analysis (ABA)
4. Evidence-based decision making	3. What will I do to help students practice and deepen their understanding of new knowledge?		Functional Behaviour Assessments (FBA)
5. Targeted and Scaffolded Instruction	4. What will I do to help students generate and test hypotheses about new knowledge?	Project Based Learning (PBL)	
6. Safe, supportive, connected and inclusive learning environments	5. What will I do to encourage students?		
DETE Special Education Specific	6. What will I do to establish or maintain classroom rules and procedures?	**COMMUNICATION**	**DISABILITY SPECIFIC**
• *ICP Planning*	7. What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?	Aided Language Stimulation	
• *EAP*	8. What will I do to establish and maintain effective relationships with students?	Facilitated Communication	Language Development and HI
• *Educational Adjustments*	9. What will I do to communicate high expectations for all students?	PODD	
• *ILP Planning*	10. What will I do to develop effective lessons organised into a cohesive unit?	Intensive Interaction	Bilingual / Bicultural education
A useful context summary for Special Education – "A Bigger Picture"	Four Blocks Literacy – The Literacy Model	PECS Picture Exchange Communication System	

Appendix 2

Marzano's Instructional Design Questions

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 practice 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 recognize 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 organized into a cohesive unit?

Australian Professional Standards for Teachers (AITSL) linked to Marzano Questions

Professional Standard 1 Know students and how they learn • Physical, social and intellectual development and characteristics of students • Understand how students learn • Students with diverse linguistic, cultural, religious and socioeconomic backgrounds • Strategies for teaching Aboriginal and Torres Strait Islander students • Differentiate teaching to meet the specific learning needs of students across the full range of abilities • Strategies to support full participation of students with disability	Marzano Questions 2, 3, 4, 5, 9
Professional Standard 2 Know the content and how to teach it • Content and teaching strategies of the teaching area • Content selection and organisation • Curriculum, assessment and reporting • Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians • Literacy and numeracy strategies • Information and Communication Technology (ICT)	Marzano Questions 1, 2, 3, 4, 5, 10
Professional Standard 3 Plan for and implement effective teaching and learning • Establish challenging learning goals • Plan, structure and sequence learning programs • Use teaching strategies • Select and use resources • Use effective classroom communication • Evaluate and improve teaching programs • Engage parents/carers in the educative process	Marzano Questions 1, 2, 3, 4, 5, 6, 8, 9
Professional Standard 4 Create and maintain supportive and safe learning environments • Support student participation • Manage classroom activities • Manage challenging behaviour • Maintain student safety • Use ICT safely, responsibly and ethically	Marzano Questions 1, 5, 6, 7, 8, 9

Professional Standard 5 Assess, provide feedback and report on student learning • Assess student learning • Provide feedback to students on their learning • Make consistent and comparable judgements • Interpret student data • Report on student achievement	Marzano Questions 1, 4, 5, 9, 10)
Professional Standard 6 Engage in professional learning • Identify and plan professional learning needs • Engage in professional learning and improve practice • Engage with colleagues and improve practice • Apply professional learning and improve student learning	
Professional Standard 7 Engage professionally with colleagues, parent/carers and the community • Meet professional ethics and responsibilities • Comply with legislative, administrative and organisational requirements • Engage with parents/carers • Engage with professional teaching networks and broader communities	Marzano Questions 1, 2, 5, 7, 8, 9, 10)

Appendix 4

Four Blocks: The Literacy Model

'Children with Disabilities: Reading and Writing the Four-Blocks Way'.

The Four-Blocks Literacy Framework was initially created in 1989 with the intent to develop instruction for students with individual differences in the classroom (Cunningham, Hall and Defee, 1991).

From this original Framework, Erikson & Koppenhaver developed 'Children with Disabilities: Reading and Writing the Four-Blocks Way', to help children with a range of disabilities to learn to read and write.

The Four-Blocks framework consists of:

Block 1 – Guided Reading
• Primary purposes are to assist students to:
   - Understand that reading involves thinking and meaning-making
   - Become strategic in their own reading
• Must use a wide variety of books and other print materials.
	Block 2 – Self-directed reading
	• Primary purposes are to assist students to:
	   - Understand why they might want to learn
	   - Become automatic in skill application
	   - Choose to read after they learn how
	• It isn't self-directed if you don't choose it yourself
	• You can't get good at it if it is too difficult

Block 3 – Writing
• Students who write become better readers, writers and thinkers
• Learn in classroom writing communities:
   - Write for real reasons
   - See others do so
• Interact with peers and teachers about written content, use and form.
	Block 4 – Working with Words
	• Primary purpose is to help students become strategic in reading words
	• Makes word instruction:
	   - Words based
	   - Experience based
	   - Age-appropriate
	• Should result in students who read and write:
	   - More
	   - More successfully and independently
	   - With greater enjoyment

References:

Australian Curriculum, retrieved from http://www.australiancurriculum.edu.au/Curriculum/Overview

Erickson, K., & Koppenhaver, D. (2007). Children with Disabilities: Reading and Writing the Four-Blocks Way. Greensboro, NC: Carson-Dellosa.

Marzano, R.J., Marzano, J.S., & Pickering, D.J. (2003). *Classroom Management that Works*. Research Based Strategies for Every Teacher. Alexandria, VA: ASCD.

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Marzano, R.J. (2007). *The Art and Science of Teaching.* Alexandria, VA: ASCD.

Marzano, R.J., Pickering, D., & Pollock, J. (2001). *Instructional Strategies that Work*. ASCD, Alexandria, VA.

Cunningham, P.M., Hall, D.P., & Defee, M. (1991). The teacher's guide to the Four Blocks Literacy Framework. Greensboro, NC: Carson-Dellosa.

Resources available from:

www.marzanocentrer.com