Brookfield State School
Teaching and Learning Cycle
Across all Key Learning Areas

Building Field Knowledge

Pre-Assessment
Topic Outline

Deconstructing

Explicit Teaching
Modelling structure
Think Aloud Strategy

Joint Construction

Guided Practice
Jointly...
Compose text
Construct model
Solve problems

Collaborative Practice
Together Practice...
Compose text
Construct model
Solve problems

Independent Construction

Each student independently...
Composes texts
Constructs models
Solves problems

WALT = We Are Learning To
WILF = What I’m Looking For
Teaching and Learning Cycle

Building Field Knowledge

The essential elements are:

1. **Pre assessment:**
   Pre assessment is used to collect information and students’ understanding of skill, knowledge or concept.
   - Some strategies include:
     - KWL
     - Concept Map
     - Think, Pair, Share
     - Y Charts
     - Written task

2. **Topic outline:**
   The teacher explains the skills, strategies, vocabulary and content that relates to the topic.
   - Some strategies include:
     - WALT
     - Stimulus activities relevant to topic
     - Explicit instruction making real life connections to topic
     - Providing or researching background information

Deconstructing

The essential elements are:

1. **Explicit teaching:**
   Involves directing student attention toward specific learning in a highly structured environment and is focused on producing specific learning outcomes.
   - Topics and contents are broken down into small parts and taught individually.
   - Involves explanation, demonstration and practise. Children are provided with guidance and structured frameworks.
   - Topics are taught in a logical order and directed by the teacher.
   - Some strategies include:
     - Exemplars
       - Created exemplars or student work exemplars
       - Compare and contrast exemplars
     - Think aloud
     - Feedback
       - From students to teacher
       - Informs direction of teaching
     - Avoid digressions
     - Small steps
     - Focused on an agreed outcome
     - WALT

2. **Modelled analysis:**
   It involves modelling skills and behaviours and modelling thinking. This involves the teacher thinking out loud when working through problems and demonstrating processes for students.
   - Isolating language patterns, vocabulary, grammar, subject matter and audience.
   - Some strategies include:
     - Think aloud (link here to video clip of a teacher using Think Aloud strategy)
     - Feedback – student to teacher

WALT = We Are Learning To
WILF = What I’m Looking For
Joint Construction

The essential elements are:

1. **Guided Practice:**
   Teacher led joint construction of text, models and problems. Teacher clearly identifies for students the structures and phases needed for different text types.
   Teacher helps students develop the complex skills that they will need for independent construction. The joint construction is the development of a new text based on the exemplar.
   - Some strategies include:
     - WILF
     - Composing
     - Word walls
     - Spider maps
     - Compare to task (A – E)
     - Brainstorming
     - Feedback

2. **Collaborative Practice:**
   Student led joint construction of text, models and problems.
   Students practice the grammar, words and structure of the text type they will construct independently.
   - Some strategies include:
     - WILF
     - Co-operative group roles
     - Peer analysis
     - Think, Pair, Share
     - Hot Potato
     - Identifying common mistakes in student understanding

Independent Construction

The essential elements are:

1. **Independent construction:**
   Each student independently composes text, creates models, solves problems.
   - Some strategies include:
     - WILF
     - Explicit criteria
     - Identify elements of the assessment task
     - Proof reading and editing
     - Peer assessment
     - Self-assessment
     - Exemplars
     - Feedback – teacher to student

WALT = We Are Learning To
WILF = What I’m Looking For
The essential elements are:

1. **Goal Setting:**
   Individual student goals will be set in relation to specific curriculum intent or the development of targeted literacy and numeracy skills. A range of data should be used to set explicit and measureable goals over a set period of time (within a task, over a term). Students must be aware of their goals and how they need to work to achieve their goals.
   - **Analysis of student work across KLAs:**
     - Identify strengths and areas for development
   - **Teacher and student conferencing:**
     - To set goals
     - Feedback about progress
     - Set new goals
   - **Goals reviewed every 4 to 5 weeks**
   - **Alignment of goals with assessment task demands in units of work**
   - **Feedback to students is essential**
   - **Goals must be specific, measurable and relevant**
   - **Some strategies include:**
     - SMART Goals for students
     - Habits of Mind goals
     - Lesson to lesson goals over the week
     - Display goals:
       - In workbooks
       - In classroom
       - On desks

2. **Data Collection:**
   Using data effectively involves collaborative inquiry, which means leaders and teachers engaging in professional conversations around data-informed learning.

   Collaborative inquiry helps schools:
   - set aspirational targets (what they believe they can achieve)
   - work towards continuous improvement of teaching and learning
   - build a culture of data inquiry
   - improve teacher pedagogy.

   - Analyse student work and performance in standardised tests.
   - Develop teaching and learning tasks for individuals and groups of students.
   - Determine an action plan for reaching goals – year level targets and individual students.
   - Plan and organise all aspects of the proposed action plan into curriculum planning, develop pre-assessment, ongoing assessment and assessment task.

   - Refer to:
     - Brookfield State School Assessment Framework
     - Class Data Overviews
   - Supports and informs differentiation
   - Folder/folio of collected work samples
   - Use of Excel and OneSchool for data manipulation
   - Feedback provided to students
   - Transparency with students
   - Provide data and student specific information for parent/teacher interviews and conversations
3. **Year Level Benchmarks:**

Year Level Benchmarks are targets for student achievement. Students who are operating below or above year level benchmarks should be identified for student support and work should be differentiated accordingly.

- Year level moderation is used to ensure consistency of teacher judgement across KLAs
- High expectations for all students

---

**Differentiation**

The essential elements are:

1. **Know your students:**
   - How can you know more about your students?
     - Class Data Overview
     - OneSchool
     - Pre Assessment for assessment tasks across KLAs
     - Multiple Intelligence and Learning Styles Inventories
     - NAPLAN
     - PAT data
     - Prep Screener
     - Notification of support students and gifted students
     - Conversations with students, parents, colleagues

2. **Know your learning targets:**
   - How can you set learning targets for your students?
     - Analysis of assessment tasks
     - Analysis of guide to making judgements with students
     - Exemplars provided to enable students to understand the demands of the task (knowledge and process)
     - **Goal Setting**
     - Work towards year level targets

3. **Vary the pathways:**
   - How can you vary the pathways to meet the needs of your students?
     - Content:
       - Pre tests
       - Curriculum compacting
       - Varied questioning
       - Inquiry based learning opportunities
     - Process:
       - Variety of instructional strategies
       - Varied questioning
       - Tiered tasks
       - Activity choice
     - Product:
       - Group investigation/independent study
       - Task variance
     - Environment:
       - Cooperative learning strategies
       - Flexible grouping process
       - Intellectual peer groups
       - Integrated use of ICTs

WALT = We Are Learning To
WILF = What I’m Looking For