

# Kyneton Secondary College – Pedagogical Statement

## Instructional Model

- The College's approach to teaching and learning is predicated on the e5 Instructional Model.
- Teachers will have documented curriculum, and lesson plans for their classes. Curriculum documentation for all classes will be stored on the College Infonet. Lesson plans for individual classes will be stored on the XUNO suite.

## Classroom Procedures

Teachers will:

- Explicitly call and mark the roll at the start of every lesson.
- Explicitly articulate and document where appropriate learning intentions and success criteria at the beginning of each lesson.
- Leave the room clean and tidy at the end of class with rubbish cleared, whiteboard cleaned and all chairs pushed in under tables.
- Have students put chairs up on tables where the class is the last lesson of the day.
- Use the XUNO suite for recording tasks, outcomes, communicating with students, teachers and parents.

## Classroom Management

All students have the right to learn and the teacher has the right to teach. Any behaviour that interferes with either of these rights is not allowed.

- Student behaviour should be 'above the line' as indicated by the inverted pyramid behaviour chart. The inverted pyramid behaviour chart is posted in every classroom and in the staff handbook.
- Behaviour management and consequences should be managed as outlined both in the Staff Handbook and the Student Engagement Policy (available from the College website - [www.kynsec.vic.edu.au/docs.html](http://www.kynsec.vic.edu.au/docs.html)).
- Where appropriate, behavioural issues will be recorded on the XUNO Suite.

## Educational Delivery

Lessons at Kyneton Secondary College will always include:

- Clearly articulated learning intentions.
- Clearly defined success criteria.
- Active engagement by the teacher with students throughout the lesson.
- The regular use and application of a range of formative and summative assessments where appropriate.
- The consistent delivery of constructive and meaningful feedback to students by the teacher.
- Structured delivery and tasks catering to mixed ability of students – typically developing three levels of tasks and success criteria that cater for students who:
  1. already understand the work,
  2. are at the point to learn the topic
  3. require additional support

# Kyneton Secondary College – Lesson Planning Template

2% State and show:

- **Learning Intention**
- **Success Criteria**

Who am I teaching?

- How will I modify the success criteria to ensure that all of the students in my class can achieve success?

8% Engage

Warm up  
Build background  
Review prior lesson

30%  
**Explore**  
**Explain**

*"I do it."*

*"We do it."*

**Guided Instruction**

Introduction of new concepts  
Build knowledge  
Best practice instructional strategies utilized

50%

**Elaborate**

*"We do it together."*

*"You do it alone."*

**Collaborative**

**Student led** small groups, pairs or independent work time/ practice

**Teacher supported** small group, individual support or observation

**Independent**

10% Evaluate

Circle back to Learning Intention and Success Criteria

Reflection, exit slip, planner/agenda

# Kyneton Secondary College – Lesson Planning Template

**Learning Intention:** What will the students learn?

**Success criteria:** What will the students do to demonstrate their learning?

**Who am I teaching?** How will I modify the success criteria to ensure that all students in my class can achieve success?

<b>ENGAGE:</b> Warm-up activity, create interest, reveal pre-existing ideas and beliefs, essential question, wonder, try out ideas, define question.		
Learning experiences may include:	Questions	Teacher role
Demonstration Reading Free write Graphic analyser Brainstorming	What do you already know about this? What can I find out about this?	Creates interest Generates curiosity Raises questions Elicits responses that uncover what students know about the topic

<b>EXPLORE:</b> Explore questions, construct explanations, hands on activities, designs and plans, collects data, build knowledge, experiments		
Learning experiences may include:	Questions	Teacher role
Perform an investigation Read authentic resources to collect information Solve a problem Construct a model	What do you know about.....? What do you need to think about...?	Questions and probes Observes and listens Provides resources Models when needed Encourages the students to work together

<b>EXPLAIN:</b> Compare ideas, construct explanations, introduction of new concepts and ideas, clarify ideas, form generalisations,		
Learning experiences may include:	Questions	Teacher role
Student analysis and explanation Supporting ideas with evidence Structured questioning Reading and discussion Teacher explanation	What do you need to know? What do you now know? Can you form any generalisations? How will you present your information?	Gives feedback Asks questions Models, suggests, encourages Offers alternative explanations

<b>ELABORATE:</b> Apply concepts and new explanations, expand on knowledge, connect to similar concepts, apply to new situations, perform tasks, make meaning, make decisions, plans and carries out projects, asks new questions.		
Learning experiences may include:	Questions	Teacher role
Problem solving Decision making Experimental inquiry Thinking skill activities	Where will you use this knowledge? How might you use what you have found out?	Provides feedback Asks questions Makes suggestions Evaluates

<b>EVALUATE:</b> Evidence of changes in ideas, assess their knowledge, check understanding, rubrics, interviews, peer assessment, portfolios,		
Learning experiences may include:	Questions	Teacher role
Develop a scoring rubric Performance assessment Produce a product Journal entry Portfolio	What do you now know? What can you do now? Who helped you learn? What helped you learn? Can you explain your learning to others? What hindered your learning?	Provides feedback Assesses understandings Questions and probes Evaluates