respect responsibility resilience

Bowden Brompton
Community School

School Pedagogical Agreement

High Performance Blueprint

respect responsibility resilience

Bowden Brompton Community School

How we make the most impact across our work.

Effective teaching

We support and empower our educators as they develop their craft

Empowered leadership

We support leaders to lead the learning and change processes.

Engaging children and young people

We work with learners, as agents of change, to better understand their needs

Partnering with families and communities

We develop strong partnership partnerships between families, culture and community

Vision: Bowden Brompton Community School students are empowered to develop the skills required to maximize choices, opportunities and contributions to their community.

Continual staff improvement and evidence based practices

Teaching Sprints

Whole school agreements

Site improvement planning process

Curriculum planning

Collaborative curriculum planning

SACE, VET and career transition support

Curriculum adjustments

Literacy and Numeracy interventions

Personal and Social curriculum

Goal setting

ATSI truth telling

Interest based subjects

Supportive school climate

Trauma Informed practice

Positive Behaviour for Learning

Choice Theory - Total Behaviour

TICS

Relationship based education

Restorative practices

Culturally responsive

Positive Behaviour Support planning

Effective staff culture

Group Norms

BBCS team values

Daily Debrief

Parent Engagement

Effective learners

Equity and Excellence

Learner agency

Wellbeing

LEARNING AND ACHIEVING

GROWING IN WELLBEING

School Pedagogical Agreement

Rationale

This document provides a cohesive approach to teaching at Bowden Brompton Community School (BBCS). It ensures that all students receive a consistent, evidence-based education tailored to their individual needs, particularly considering the unique challenges faced by our student cohort.

Principles

- Improvement Techniques: Utilising evidence-based strategies to continuously enhance teaching and learning outcomes.
- Design and Delivery: Explicit Direct Instruction that incorporates **WalkThrus** teaching techniques, IPT (Instructional Practice Techniques), BM (Behaviour Management), and CT (Cognitive Techniques) to ensure effective lesson planning and execution.
- Context Specific: Adapting teaching methods to meet the specific needs of BBCS students, recognising the impact of trauma and language impairments.

Context

Trauma-Informed Practice:

BBCS combines Choice Theory with **trauma-informed practices** to support students' executive functioning and working memory needs, embedding these approaches in all teaching.

- All classes promote a predictable, stable, and calm teaching and classroom routine that supports building relational safety.
- A strength-based approach where students have choice and voice, and are empowered to have control and autonomy in their learning.

Language/Communication Adjustments:

Modifications to written and verbal instructions support student development, with explicit vocabulary teaching integral to all subjects.

- Visual supports provide concrete examples and clearly illustrate instructional language.
- Scaffolded instruction breaks tasks into smaller steps, with instructions given in temporal order. Instructional language is concise, using simplified words and short sentences.

Individual Curriculum Adjustments

BBCS employs a Response to Intervention (RTI) Model to provide differentiated instruction across Mathematics and English. Individual learning goals and curriculum adjustments are documented in the One Plan, Student Development Plan and Teaching and Learning Plans (TLPs). Every student has a Literacy, Numeracy and Personal Social Capability goal.

Agreed teaching and Learning Practices

BBCS staff agree to use high-impact teaching strategies, including these principles:

- Lesson design and delivery combines Explicit Direct Instruction (EDI) and problem-based inquiry.
- WalkThrus Teaching Techniques: Essential for lesson design and delivery. Embedding Metacognitive and Self-regulation techniques.
- Embedding Literacy and Numeracy skills across all subject areas: Supporting overall academic growth.
- Regular Goal Setting: Collaborative goal setting and tracking for Numeracy, Literacy and Social Skills.
- Use of Visual and Manual Processing Tools: Enhancing understanding and retention in both Literacy and Numeracy.
- Instructional Strategies: Incorporation of visual aids, manipulatives, and interleaving tasks to reinforce knowledge.
- Guiding Frameworks: Scarborough's Reading Rope and the Reading Comprehension Blueprint guide instruction.
- Writing Integration: The Writing Revolution principles are embedded across content areas to support writing development.
- Class design and lesson delivery incorporates the top five overlapping support strategies from Allied Health reports and the **Positive Behaviour Toolkit.**
- High expectations and continued setting of educational challenge.

Assessment and Monitoring

Both Mathematics and Literacy programs include formative and summative assessments to track student progress, using tools like the BBCS Maths Tracker and various literacy assessments. All subject at BBCS have a TLP/LAP and assessment Rubrics. Refer to the BBCS **Literacy Framework Guide, Numeracy Framework Guide** and the **SACE** Performance Standards.
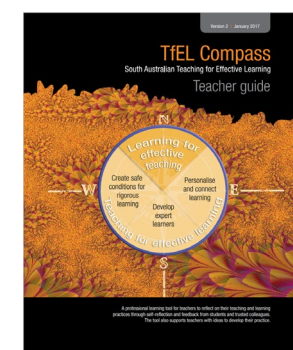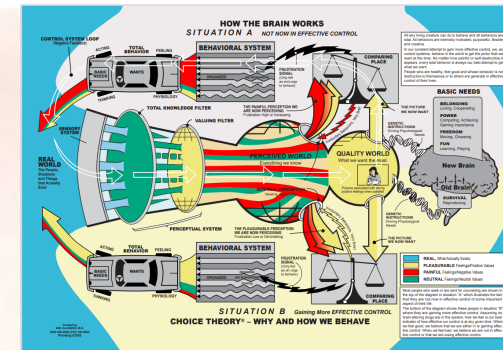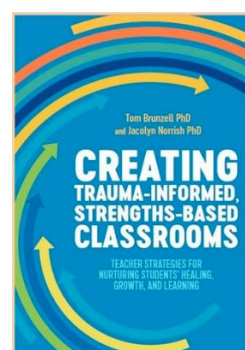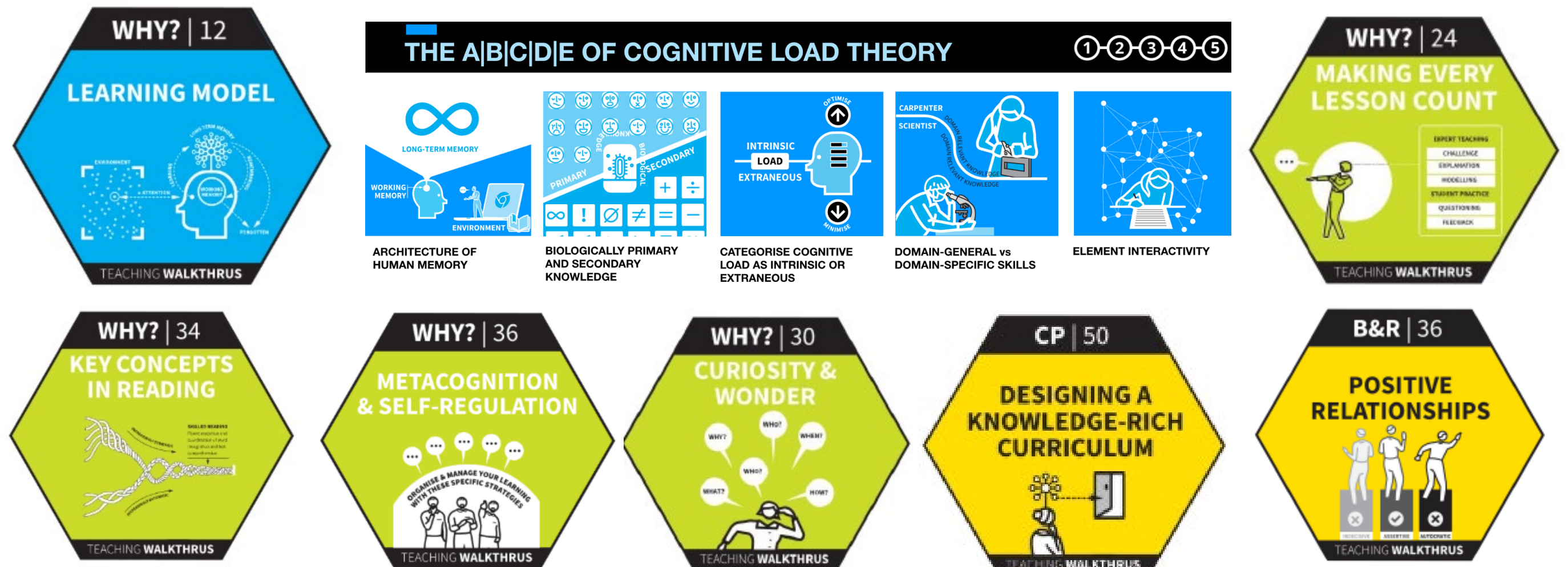
Conclusion

This agreement reflects BBCS's commitment to providing a supportive, inclusive, and effective educational environment, reviewed and updated annually to incorporate new evidence-based practices.

School Pedagogical Agreement

TEACHING WALKTHRUs

Principles: Teachers develop their expertise by strengthening their disciplinary knowledge and translate learning theory into effective teaching practice.

WHY? | 12
LEARNING MODEL
TEACHING WALKTHRUS

THE A|B|C|D|E OF COGNITIVE LOAD THEORY ①②③④⑤

LONG-TERM MEMORY
WORKING MEMORY
ENVIRONMENT
ARCHITECTURE OF HUMAN MEMORY

PRIMARY
SECONDARY
BIOLOGICALLY PRIMARY AND SECONDARY KNOWLEDGE

OPTIMISE
INTRINSIC
LOAD
EXTRANEOUS
MINIMISE
CATEGORISE COGNITIVE LOAD AS INTRINSIC OR EXTRANEOUS

CARPENTER
SCIENTIST
DOMAIN-GENERAL vs DOMAIN-SPECIFIC SKILLS

ELEMENT INTERACTIVITY

WHY? | 24
MAKING EVERY LESSON COUNT
EXPERT TEACHING
CHALLENGE
EXPLANATION
MODELLING
STUDENT PRACTICE
QUESTIONING
FEEDBACK
TEACHING WALKTHRUS

WHY? | 34
KEY CONCEPTS IN READING
TEACHING WALKTHRUS

WHY? | 36
METACOGNITION & SELF-REGULATION
ORGANISE & MANAGE YOUR LEARNING WITH THESE SPECIFIC STRATEGIES
TEACHING WALKTHRUS

WHY? | 30
CURIOSITY & WONDER
WHY? WHO? WHEN? WHO? WHAT? HOW?
TEACHING WALKTHRUS

CP | 50
DESIGNING A KNOWLEDGE-RICH CURRICULUM
TEACHING WALKTHRUS

B&R | 36
POSITIVE RELATIONSHIPS
TEACHING WALKTHRUS

Tom Brunzell PhD and Jacolyn Norrish PhD
CREATING TRAUMA-INFORMED, STRENGTHS-BASED CLASSROOMS
TEACHER STRATEGIES FOR NURTURING STUDENTS' HEALING, GROWTH, AND LEARNING

BERRY STREET EDUCATION MODEL
Curriculum and Classroom Strategies

CHOICE THEORY

HOW THE BRAIN WORKS
SITUATION A
CHOICE THEORY - WHY AND HOW WE BEHAVE

TfEL Compass
South Australian Teaching for Effective Learning
Teacher guide

Improvement Techniques: Staff work cooperatively to support one another using the Learning Sprint process and engaging in professional improvement, utilising the six traits of Successful CPD.

SUCCESSFUL CPD ①②③④⑤

SUSTAINED | FREQUENCY IS CRITICAL, NOT TIME SPAN

PRACTICE-BASED | CREATE NEW HABITS

SUBJECT-SPECIFIC | GENERAL PEDAGOGY FITS ALL SUBJECTS

EXTERNAL EXPERTISE | CHALLENGE THE FAMILIAR & REFRESH IDEAS

TEACHER BUY-IN | PURPOSE & BENEFITS ECLIPSE VOLUNTEERING

WHY? | 16

CHARACTERISTICS OF SUCCESSFUL CPD

PURPOSE   BENEFIT

TEACHING WALKTHRUS

The Teaching Sprints Process

Prepare   Sprint   Review

Newman's Error Analysis

Also known as: problem solving

Newman's Error Analysis breaks down the five steps involved in solving a mathematical word problem: reading and decoding, comprehending, transforming, processing and encoding. It:

- assists educators to identify the exact cause of a student error
- helps students to break down a question
- promotes metacognition and awareness of problem solving strategies.

INSTRUCTIONAL COACHING ①②③④⑤

SAM SIMS

FOUR REASONS WHY INSTRUCTIONAL COACHING IS CURRENTLY THE BEST-EVIDENCED FORM OF CPD

THE RESEARCH CASE

FACILITATIVE   DIALOGICAL   DIRECTIVE

EXECUTIVE/LIFE COACHING   INSTRUCTIONAL COACHING   SPORTS COACHING

THE APPROACH

JIM KNIGHT

INSTRUCTIONAL COACHING, JIM KNIGHT, 2017, CORWIN

THE ORIGINS

INSTRUCTIONAL COACHES

THE WALKTHRU FIT

OBSERVATIONS ①②③④⑤

SELECT

SELECT A WALKTHRU

EXPLAIN

TALK THROUGH THE WALKTHRU

FRAME

OBSERVE THROUGH THE FRAME OF THE WALKTHRU

1   2   3   REVIEW

REVIEW WITH THREE POINT COMMUNICATION

PLAN

PLAN AND AGREE NEXT MOVES

UNSEEN OBSERVATIONS ①②③④⑤

SELECT & AGREE

AGREE A WALKTHRU WITH A PARTNER

ADD YOUR CONTEXT

TALK THROUGH YOUR CONTEXT FOR THE WALKTHRU

EXECUTE YOUR WALKTHRU PLANS — UNSEEN BY AN OBSERVER

REVIEW EXECUTION

REVIEW, WITH PARTNER, YOUR EXECUTION OF THE WALKTHRU
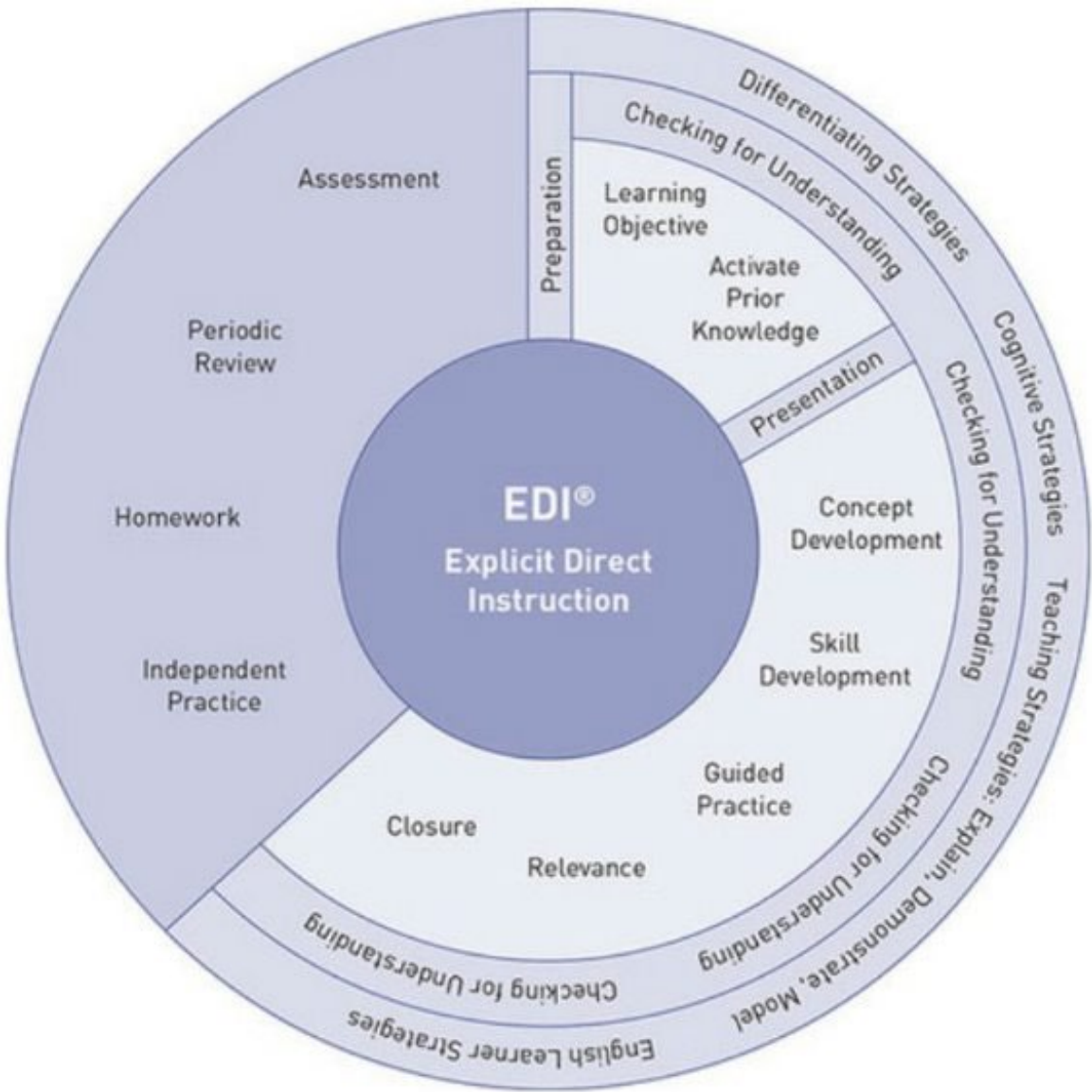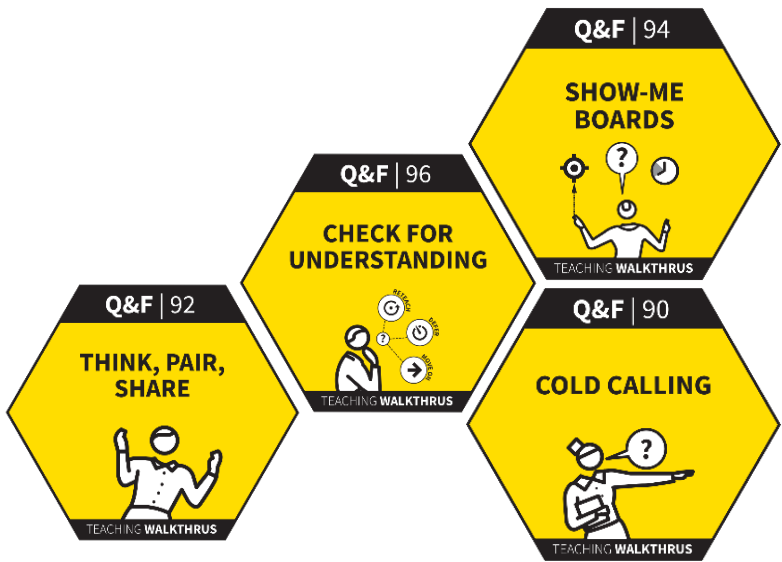
PLAN SOME TWEAKS

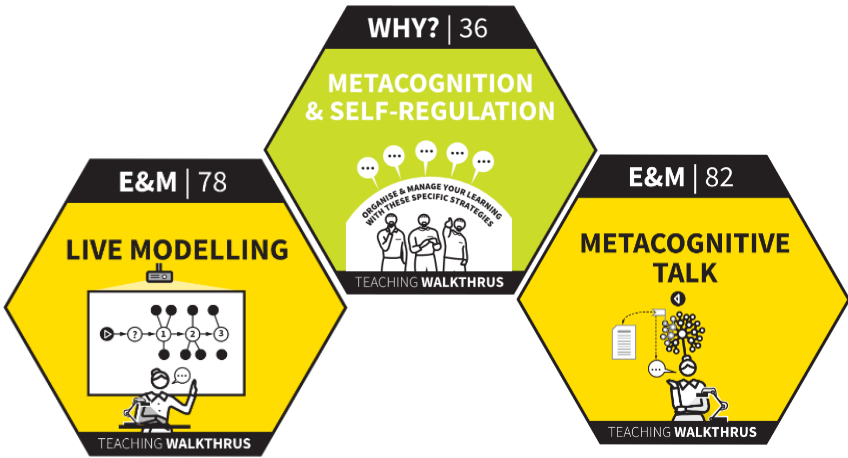**PLAN FURTHER ADAPTATIONS BASED ON YOUR REFLECTION AND DISCUSSIONS**

LESSON DESIGN: Our lesson design and delivery models include Explicit Direct Instruction (EDI) supported by the Teaching WalkThrus resource. The EDI circle represents the components of a well-crafted lesson. The WalkThrus icons are lesson delivery techniques used throughout the lesson.

Questioning and feedback

Q&F | 94
SHOW-ME BOARDS
TEACHING WALKTHRUS

Q&F | 96
CHECK FOR UNDERSTANDING
TEACHING WALKTHRUS

Q&F | 92
THINK, PAIR, SHARE
TEACHING WALKTHRUS

Q&F | 90
COLD CALLING
TEACHING WALKTHRUS

Explain, demonstrate, model and practice (lesson presentation)

E&M | 72
DELIBERATE VOCAB DEVELOPMENT
TEACHING WALKTHRUS

E&M | 86
HEAD-ON MISCONCEPTIONS
TEACHING WALKTHRUS

E&M | 100
MODELLING HANDOVER: I DO, WE DO, YOU DO
TEACHING WALKTHRUS

E&M | 80
SCAFFOLDING
TEACHING WALKTHRUS

P&R | 126
GUIDED PRACTICE
TEACHING WALKTHRUS

EDI Circle

EDI®
Explicit Direct Instruction

Preparation — Assessment, Periodic Review, Homework, Independent Practice, Closure

Presentation — Learning Objective, Activate Prior Knowledge, Concept Development, Skill Development, Guided Practice, Relevance

Differentiating Strategies
Checking for Understanding
Cognitive Strategies
Checking for Understanding
Teaching Strategies: Explain, Demonstrate, Model
Checking for Understanding
English Learner Strategies
Checking for Understanding

Metacognition and self-regulation

WHY? | 36
METACOGNITION & SELF-REGULATION
TEACHING WALKTHRUS

E&M | 78
LIVE MODELLING
TEACHING WALKTHRUS

E&M | 82
METACOGNITIVE TALK
TEACHING WALKTHRUS

Behaviour

B&R | 38
ESTABLISH YOUR EXPECTATIONS
TEACHING WALKTHRUS

B&R | 42
POSITIVE FRAMING
TEACHING WALKTHRUS

B&R | 40
SIGNAL, PAUSE, INSIST
TEACHING WALKTHRUS

Review

P&R | 122
WEEKLY & MONTHLY REVIEW
TEACHING WALKTHRUS

A|D|A|P|T

1 **ATTEMPT**
2 **DEVELOP**
3 **ADAPT**
4 **PRACTISE**
5 **TEST**
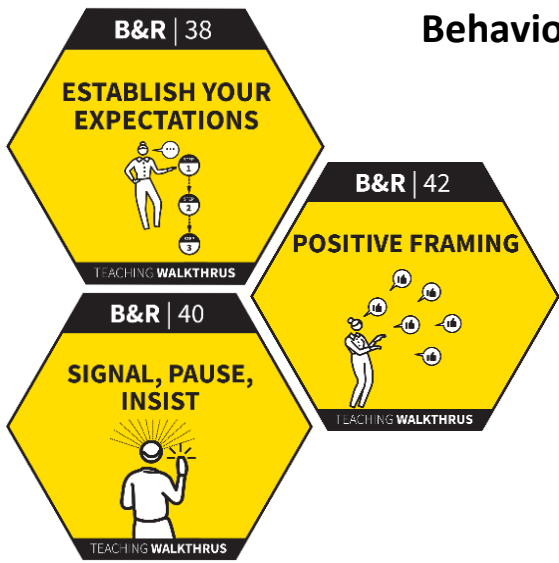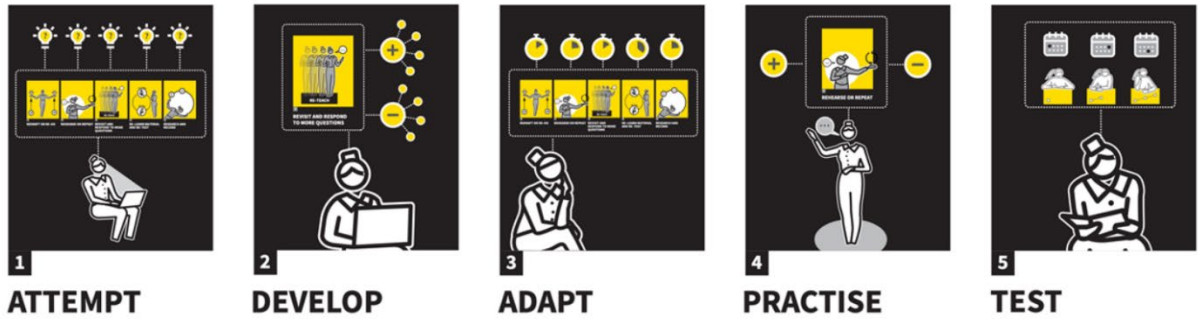
TOP FIVE OVERLAPPING SUPPORT STRATEGIES
Allied Health alignment with Positive Behaviour Toolkit

ASD ∞ COGNITION ∞ WORKING MEMORY ∞ ADHD
SENSORY PROCESSING ∞ LANGUAGE ∞ SOCIO-EMOTIONAL

CONSISTENCY AND PREDICTABILITY	VISUAL AIDS	LANGUAGE MODIFICATIONS	SENSORY REGULATION	EXPLICIT INSTRUCTION
• Settings are highly structured and routines are clear. • Changes to routine are clear and notified early. • Transitions are clearly identified. • Consequences are predictable and consistent.	Included with verbal information: • daily routines and schedules • transitions (timers) • changes to routines • instructional / verbal language • task completion	Verbal language is adjusted for length and complexity: • instructions given in temporal order • instructions broken down into a series of steps • visuals • amount of new information at one time is reduced	• Sensory activity schedule / sensory diet • regular scheduled and structured (sensory) breaks • safe spaces for regulation (to address difficulties with noise, light, visual processing, etc).	• Gradual Release of Responsibility • new concepts and vocabulary • Zones of Regulation • social stories • replacement behaviours • repetition and practice

Structures and Routines

Differentiated Curriculum
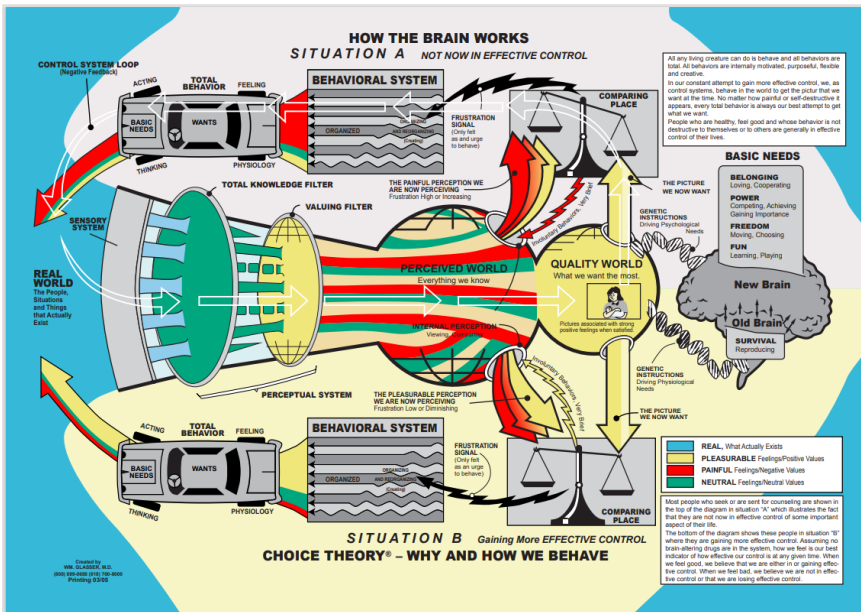
Differentiated Teaching Practices

Middle School Curriculum Map

	Core										Choice	

|	English		Maths		HASS	Health	Empowering student wellbeing		Career Education	Personal and social capabilities
	Literacy skills / *Explicit and systematic*	**Knowledge-based reading unit** / *Responding, clarifying, examining, and creating text embedded in knowledge building*	**Core Numeracy skill Student goal**	**Topic and vocabulary**	**History**	**CPC and SHine**	**Student Goal**	**Choice theory/ School wide behaviour expectations**		**Outcomes from the general capabilities**
Term 1	Phonemic awareness, Phonics, Reading Fluency, Spelling, Punctuation, Grammar/syntax, Morphology, Handwriting	**Information (Describing text)** Building enduring understandings, Vocabulary development, Comprehension strategies/skills, Text structure/Language features, Responding to text, *Grammar/Syntax*, *Punctuation*, Text creation	Place Value, Adding & Subtracting, Multiplying & Dividing, Patterns & Algebra, Partition & Proportion, Time, Money	**Number and Algebra** / **Time** / Revision	Diversity and longevity of Aboriginal and Torres Strait Islander people / Impact of Colonisation (truth telling) / Kaurna language / Significant events in term 2 / NADIOC week / Reconciliation week / Mabo day	Right to be safe	Individual skill development and monitoring	Class expectations – shared ownership of routines / Class Agreements		Self-awareness
Term 2		**Narrative, poetry or recount text** Building enduring understandings, Vocabulary development, Comprehension strategies/skills, Text structure/Language features, Responding to text, *Grammar/Syntax*, *Punctuation*, Text creation		Measurement / Shape / Revision		Relationships	Individual skill development and monitoring	Cooperative Activities / Quality World / Basic Needs / 3Rs – key focus Respect	Career education learning objective	Self-management
Term 3		**Persuasive text** Building enduring understandings, Vocabulary development, Comprehension strategies/skills, Text structure/Language features, Responding to text, *Grammar/Syntax*, *Punctuation*, Text creation		Fractions, Decimals & Percentage / Money / Revision		Recognising and reporting abuse / Shine sexual health curriculum	Individual skill development and monitoring	Quality World / Basic Needs / 3Rs- Key focus Responsibility	Career education learning objective	Social awareness
Term 4		**Procedure, reflective or review text** Building enduring understandings, Vocabulary development, Comprehension strategies/skills, Text structure/Language features, Responding to text, *Grammar/Syntax*, *Punctuation*, Text creation		Statistics / Probability / Revision		Protective strategies	Individual skill development and monitoring	Quality World / Basic Needs / Questioning / 3Rs- Key focus Resilience	Career education learning objective	Social Management

# Supplementary Information: Reference Materials

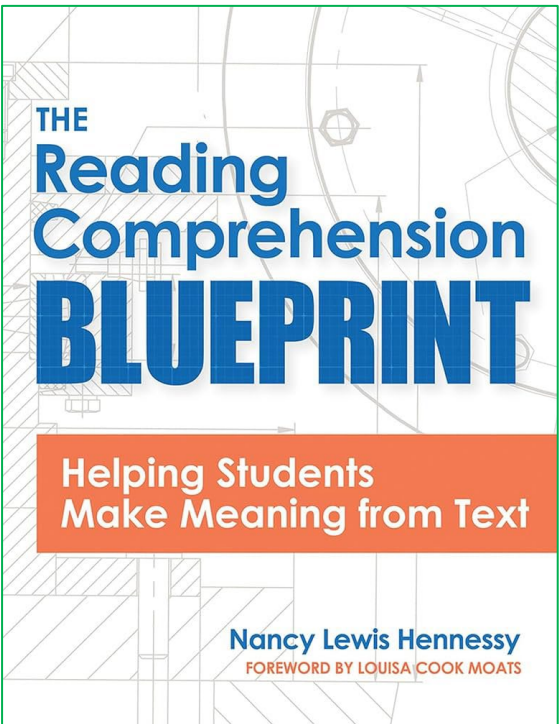**Choice Theory**

Five basic psychological needs

- Need for Survival
  - Taking care of oneself by eating, drinking…
- Need for Belonging
  - Need for love or relationship
- Need for Power
  - To be better than others
- Need for Freedom
  - How we wish to live our lives, express ourselves…
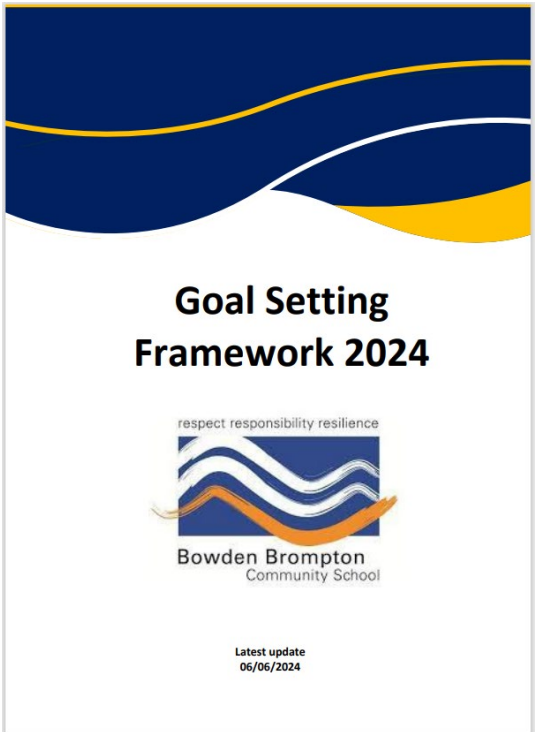- Need for Fun
  - Laughing, joking, sports, reading…

Total Behaviour
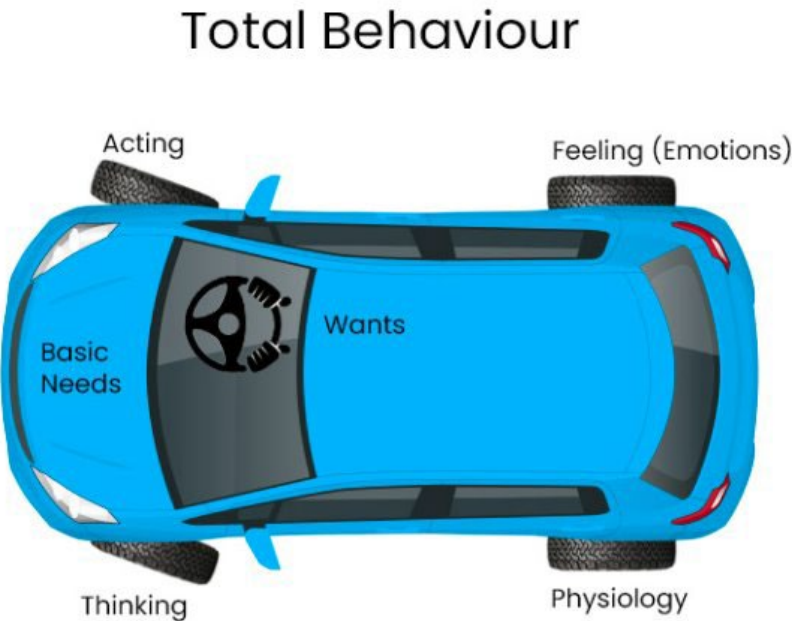
Writing Design
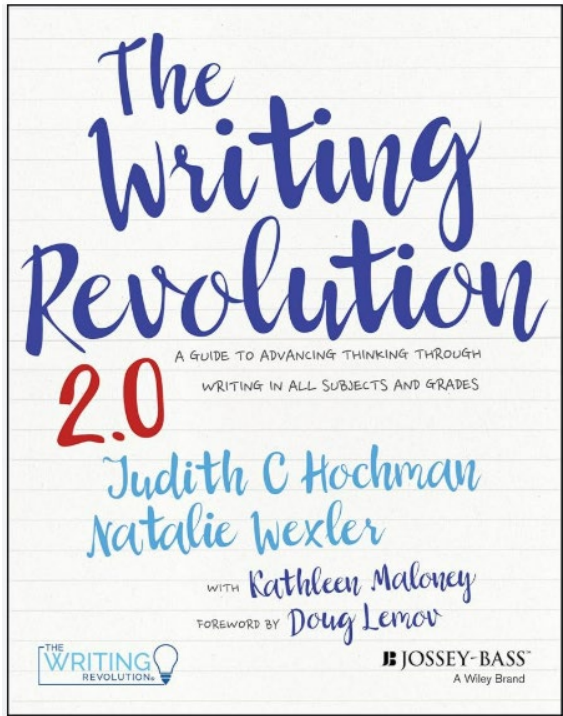
Reading Comprehension

Goal Setting Framework

Literacy and Numeracy Interventions:

Literacy:

MultiLit

MacqLit — literacy intervention
Year 3 through to Adults
Small group

MiniLit — literacy intervention
Year 1 and some pre/post Year 1
Small group

Numeracy:

Elementary and Middle School Mathematics
TEACHING DEVELOPMENTALLY
FIFTH CANADIAN EDITION
John A. Van De Walle
Karen S. Karp
Jennifer M. Bay-Williams
Lynn M. McGarvey
Pearson

INTERVENTIONS IN MATHEMATICS
Fixing Misconceptions in Multiplication and Division
Fixing Misconceptions in Decimals and Percent
Fixing Misconceptions in Addition and Subtraction
Fixing Misconceptions in Place Value to 1000
Fixing Misconceptions in Fractions

U. – Understand
P. – Plan
S. – Solve
✓ – Check your work!