



MIDDLE PARK PRIMARY SCHOOL

*Shine your brightest*

PS 2815 ABN 14 209 385 903

## **Our approach: Responsive and Relational Learning**

*Powerful learning is fundamentally relational, collaborative and agentic.*

# **MPPS Teaching Guide**

*Instructional techniques for all curriculum areas*

### **Purpose**

The purpose of this teaching guide is to:

- Define explicit teaching and how it is embedded within our engagement pillars and codified techniques
- Define what matters to us at MPPS
- Strive for consistent student outcomes in all classrooms
- Organise existing knowledge and build new knowledge
- Help ourselves to be purposeful and strategic in our teaching

## Explicit Teaching

### Explicit Teaching definition from Victorian Teaching and Learning Model 2.0 (VTLM 2.0) linked with MPPS Engagement Pillars:

Explicit teaching refers to the evidence-based practices that manage the cognitive load of students, including activating prior knowledge (**Spark Curiosity**), clearly stating learning objectives (**Scaffold Understanding**), providing explicit explanations of new knowledge (**Scaffold Understanding**), scaffolding learning and modelling practice (**Scaffold Understanding**), and using formative assessment and feedback to monitor progress towards mastery (**Respond with Agility and Stretch to New Learning**).

- Explicit teaching is not a teacher presenting to the entire class
- Explicit teaching requires high level content knowledge to support individualised learning for all students
- Explicit teaching requires the teacher to draw on a student's current knowledge/skill level and to build from that point

### Professional References & Research:

- [Victorian Teaching & Learning Model 2.0](#)
- [Rosenshine Principles](#)
- [AERO Practice Guide - Teach Explicitly](#)
- [Six Things About How Students Learn](#)

### Videos:

- [Explicit Teaching - TeachLikeThis](#)

## MPPS Teaching Guide Overview

This playbook consists of 4 *engagement pillars* and 12 *teaching techniques*.

### Engagement Pillar 1: Spark curiosity

[This or That?](#) | [Hook 'em](#) | [Think-Pair-Share](#)

### Engagement Pillar 2: Scaffold understanding

[Teach the Response](#) | [Worked Example](#) | [Think Aloud](#)

### Engagement Pillar 3: Respond with Agility

[Cold Call](#) | [Problem Pairs](#) | [Chunking](#)

### Engagement Pillar 4: Stretch to new learning

[Stretch It](#) | [Show Call](#) | [Mini Whiteboards](#)



## Engagement Pillars

Engagement pillars provide the organising framework for this teaching guide.

### Engagement Pillar 1: Spark curiosity

Curiosity is authentic cognitive and emotional engagement where students and teachers are intrinsically connected to their learning. When our learning environments spark curiosity, our students and teachers: really want to participate; are ready to learn; ask questions; want to know more; connect to what they already know; see a purpose in their learning; are enthusiastic to share their learning and take their learning further. Without sparking curiosity, students and teachers may only be compliant or disengaged and learning will be shallow.

### Engagement Pillar 2: Scaffold understanding

Scaffolding understanding builds on a learner's prior knowledge in small, achievable steps to deepen understanding. When scaffolding is present, learners are connected to their learning, are supported in each step and feel safe to take the next step. Without scaffolding, or when scaffolding is phased out too quickly, there is potential for learners to feel unsafe, overwhelmed or confused, resulting in reduced opportunity for development of understanding.

### Engagement Pillar 3: Respond with agility

Agile learners give and receive direct feedback and prompting at the moment of learning. This may not have been predicted or previously and explicitly planned for but allows for non-linear and more agile learning. Learning environments are well equipped with the resources learners need 'at hand'. Teachers seek and use high-level professional knowledge of content and pedagogy to facilitate learning in the moment. When teachers are not agile in their response to student learning, learning tasks are closed and provide limited opportunity for learning.

### Engagement Pillar 4: Stretch to new learning

Identifying where learners are currently and what they need to learn next is our ultimate goal. When opportunities truly stretch learning we see our learners are: authentically engaged with their learning; making connections with current learning and new learning; seeking new learning opportunities; setting goals for their learning; and taking learning beyond the classroom/school environment. Learning is not taking place if learners are not stretched to new skills, concepts and knowledge.