



Rationale:

At Killara, we believe that it is imperative to scaffold student learning. Student learning will be supported through the Gradual Release of Responsibility Model.

The gradual release of responsibility model provides teachers with an instructional framework for moving from teacher and knowledge to students' understanding and application. The gradual release of responsibility model ensures that students are supported in their acquisition of the skills and strategies necessary for success.

Purpose:

The Gradual Release of Responsibility is a research based instructional model developed by Pearson and Gallagher (1993). The responsibility for task completion shifts gradually over time from the teacher to the student. This instructional model proposes a plan for providing scaffolded instruction, which includes demonstration, shared demonstration, guided practice, and independent practice.

Implementation:

- The Instructional Model
 1. Modelled instruction (I do, you watch)
 - i. The teacher demonstrates the processes used while thinking aloud
 - ii. The students participate by actively attending to the demonstrations
 2. Shared Instruction (We do it together)
 - i. The teacher provides the direction and invites the students to participate
 - ii. Students listen, observe and participate at pre-determined points
 3. Guided Practice (You do it, I watch)
 - i. The teacher provides scaffold support through strategic assistance (Meets with needs-based groups, provides additional modelling, checks and prompts) The teacher scaffolds help and provides support and corrective feedback
 - ii. Students practise the strategy with coaching from the teacher. The students do the work with help from the teacher or other sources at pre-determined points
 4. Independent Practice (You do it alone and reflect)
 - i. The teacher offers support and encouragement as necessary (conferencing, answering questions, roaming).
 - ii. Students work independently. They are in control of the ideas and the information, however can request assistance from the teacher.
- Planning and teaching will reflect the Gradual Release Model through implementation of the Victorian Curriculum, focusing on differentiation within each lesson as well as, employing supporting programs for EAL students. Programs will cater for EAL students and students with special needs

Evaluation:

This policy will be reviewed with staff, student, parent and community input as part of the school's three year review cycle.