

# HOW BREMER STUDENTS LEARN A WHOLE-SCHOOL APPROACH TO PEDAGOGY



## HOW STUDENTS LEARN



### ATTENTION, FOCUS AND ENGAGEMENT

Students are motivated to engage when they understand their effort leads to success, develop positive dispositions towards learning, and have positive relationships with teachers (**PBL**). The experience of success is motivating, and students demonstrate **Bremer PRIDE**. Engagement and focus on learning are further increased when students understand the expected behaviours and **Critical Routines** of the learning environment, as well as the intended **Learning Goals**.



### KNOWLEDGE AND MEMORY

Working memory is the mental workspace that students use to actively engage with the facts, concepts, and procedures they encounter, while long-term memory stores this knowledge for future use. As students learn, they identify relationships and connect knowledge in long-term memory to develop increasingly complex mental models. **HITs** and **ESCMs** are employed to maximise learning opportunities.



### RETENTION AND RECALL

Working memory has a very limited capacity, so learning is maximised when the amount of new information students process at any one time does not overload it. Providing students with new information in manageable parts or steps, with guidance, feedback, and opportunities to practise helps them to connect and retain it alongside related prior knowledge in long-term memory (**BREMER INSTRUCTIONAL MODEL**).



### MASTERY AND APPLICATION

Mastery requires students to first store knowledge in long-term memory and then recall and arrange it in meaningful ways. As these mental models grow, reflecting students' understanding, they learn about and begin to recognise the relationships in learning. With repeated and varied practise, students' ability to recall and apply their learning fluently, and to transfer their knowledge to new situations, increases.



## ELEMENTS OF TEACHING



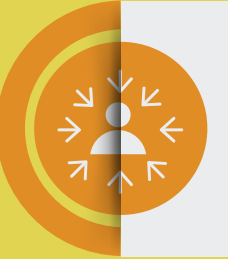
### KNOWING THE STUDENTS

Teachers plan for their students through analysis of academic data (**TrackEd**) and plan to differentiate learning to meet the varied needs of all learners.



### PLANNING

Teachers collaboratively develop an aligned curriculum that sequences teaching and learning, and where applicable, use Universal Design principles (**UDL**). **QLearn** is the platform which unites the digital tools through which students engage with their learning.



### PEDAGOGICAL APPROACH

**Explicit Teaching** refers to the evidence-based practices that manage the cognitive load of students, including activating prior knowledge, clearly stating learning goals, providing explicit explanations of new knowledge, scaffolding learning, modelling practice, and using formative assessment and feedback to monitor progress towards mastery. Even though Explicit Teaching is the ideal pedagogical approach in the majority of situations, other approaches can be employed, including, inquiry, problem, or project-based learning.



### SUPPORTING SUCCESS

**MTSS** allows all students, beginning with Tier 1 approaches for all learners, to access the support for their academic, behaviour and social/emotional adjustments. Information regarding the varied levels of student support is collected through the **NCCD**.



## BREMER INSTRUCTIONAL MODEL



LEARNING  
GOAL



CURRICULUM &  
BEHAVIOUR –  
WHAT, HOW,  
WHY



WARM UP



I DO



WE DO



YOU DO IT  
TOGETHER



YOU DO

# EXPLICIT INSTRUCTION

Guided by the iterative nature of the teaching and learning cycle, teachers use evidence to plan for the intentional use of explicit teaching strategies. This allows them to manage the cognitive load of students as they learn, providing the right balance of challenge and support for every learner (Martin & Evans, 2018).

In the vast majority of classroom situations, Explicit Teaching is the best pedagogical approach. It works with students of all ages, in all learning areas and aligns with how students store and retrieve information (AERO, 2024).



## EXPLICIT INSTRUCTION TEACHING STRATEGIES

- Follows the Bremer Instructional Model (Gradual Release of Responsibility)
- Activates prior learning
- Breaks down complex skills and knowledge into smaller instructional tasks
- Sets clear and measurable learning goals and success criteria (what, how, why)
- Uses worked examples to demonstrate
- Regularly revisit and review learning
- Spaces and varies tasks for guided and independent student practise
- Teach the connections between ideas using models and tasks that build in complexity, detail and abstraction
- Provide appropriately challenging opportunities for students to apply, extend and demonstrate mastery of their learning



## HIGH IMPACT TEACHING STRATEGIES



**EXPLICIT INSTRUCTION**



**GRADUAL RELEASE OF  
RESPONSIBILITY**



**LEARNING GOALS**