



Burdekin School Pedagogical Framework



<p>NQR Quality Teaching and Learning</p>	<p>What am I teaching?</p> <p>Clarity</p> <ul style="list-style-type: none"> • Clear understanding of the curriculum intent of the unit • Articulate what students need to know and be able to do to be successful • Articulate how students will need to use the skills of reading and writing to successfully engage with the unit and assessment 	<p>Why am I teaching it?</p> <p>Evidence driven instruction</p> <ul style="list-style-type: none"> • Analyse evidence to determine what students already know and can do • Specific evidence of learning is collected by teachers to plan instruction • Analyse examples of student reading and writing to determine instruction required for the unit and assessment 	<p>How will I teach it?</p> <p>Gradual release of responsibility</p> <ul style="list-style-type: none"> • Modelled, shared and guided instruction used to lead students towards successful independent learning • Gradual release of responsibility for learning from the teacher to students across a progression of lessons • Purposefully model, explain, demonstrate, and think aloud to show students what they need to know and be able to do • Check understanding and address misconceptions 	<p>How will I know when my students have learned it?</p> <p>Monitor learning</p> <ul style="list-style-type: none"> • Examine evidence of learning to determine the next instruction required • Ensure all students are progressing towards the targeted curriculum standards • Success of teaching determined using observation, consultation, and work samples • Processes to seek support and strategies when student learning has stalled
<p>DET Dimensions of Teaching and Learning</p>	<p>Curriculum Intent</p> <ul style="list-style-type: none"> ✓ What we want our students to know and be able to do from age appropriate curriculum: <ul style="list-style-type: none"> ○ ECDP – Early Years Curriculum Guidelines ○ Years P – 6 – Australian Curriculum ○ Years 7 – 10 – Australian Curriculum and VET ○ Years 11 – 12 – QCIA curriculum plan (GILs) and VET ✓ Teachers use research and professional inquiry to develop deep knowledge and thorough understanding of the curriculum ✓ Begin with curriculum when planning: <ul style="list-style-type: none"> ○ Strategic overview ○ Whole school ○ Class juncture level ○ Unit planning ○ Individualised planning ✓ Alignment of age appropriate content and student level of curriculum (ICP levels) 	<p>Assessment</p> <ul style="list-style-type: none"> ✓ Purposeful, systematic, and ongoing collection of evidence for use in making judgements about learning to support improvements in learning ✓ Visible Learning - Discuss the assessment including GTMJ with students and create an A level exemplar and provide to students <p>Feedback</p> <ul style="list-style-type: none"> ✓ What do my students already know? What do my students need to learn? What will help my students to learn it? ✓ Timely, instructive, purposeful and focussed on students' performance not on the student ✓ At task, process, and self-regulation level (Hattie) ✓ Gives information about what to do next and challenges the student 	<p>Sequence Teaching and Learning</p> <ul style="list-style-type: none"> ✓ Visible Learning – learning seen from a student perspective, supporting them to be self-directed learners ✓ Teachers move students towards independent learning - move from teacher directed learning to student directed learning ✓ Teachers decide how best to plan and deliver curriculum to ensure all students have opportunities to engage in meaningful learning ✓ Consider how each student learns best - how they receive and process information, and demonstrate learning ✓ High expectations that all students can learn and achieve, and are entitled to access quality teaching and learning ✓ Focus on Explicit Teaching – Modelled, Guided, Shared, Independent ✓ Purposeful learning activities using a range of teaching strategies (Direct, interactive, indirect, and experiential) ✓ Connected through real world experiences and activities, accessing the community for learning 	<p>Making Judgements</p> <ul style="list-style-type: none"> ✓ Information from student evidence used to inform decisions about 'how well students have learned it' ✓ Clear and explicit about expectations of students ✓ Make judgements based on evidence in student work against the GTMJ ✓ Use standards, evidence, and teacher agreement/moderation for consistent judgement <p>Assessment</p> <ul style="list-style-type: none"> ✓ Ongoing collection of evidence used to make judgements about student learning and monitor student progress towards goal ✓ Purposes for assessment: <ul style="list-style-type: none"> ○ Assessment FOR learning: evidence used to inform teaching ○ Assessment AS learning: reflect on and monitor own learning goals ○ Assessment OF learning: assess against goals and standards
<p>Looks Like</p>	<p>Planning we do: Unpacking units, alignment, know and do table General capabilities and differentiation Semester/weekly overviews</p> <p>Strategies we use: Unpacking Four lesson sequence Predictable chart writing</p> <p>Evidence we see: ICP Know and Do tables in classrooms Planning days</p>	<p>Planning we do: UAELB Pre-tests Learning goals</p> <p>Strategies we use: Pre-testing and pre-teaching Baseline data sets – formal and informal Collaborative inquiry Moderation (inform planning for next semester)</p> <p>Evidence we see: Data Summative and formative assessment</p>	<p>Planning we do: Understanding student characteristics Differentiation in teaching and learning</p> <p>Strategies we use: Gradual release of responsibility, modelling Visible learning, student work and joint constructions displayed Consider environment Multimodal delivery of content</p> <p>Evidence we see: Student progress through evidence of learning displayed Becoming independent (GRR) Resources (TA, AAC, equipment, etc)</p>	<p>Planning we do: ICP based on prior results</p> <p>Strategies we use: Data collection Feedback (self and peer) Moderation</p> <p>Evidence we see: Progressing through achievement standards / ICP level Progress towards personalised learning goals Progress in baseline data and communication matrix / literacy continuum</p>
<p>APST aitsl</p>	<p>Know students and how they learn 1.6 Strategies to support full participation of students with disability</p> <p>Know the content and how to teach it 2.2 Content selection and organisation</p> <p>Engage professionally with colleagues, parents/carers and the community 7.4 Engage with professional teaching networks</p>	<p>Know students and how they learn 1.2 Understand how students learn</p> <p>Plan for and implement effective teaching and learning 3.1 Establish challenging learning goals 3.5 Use effective classroom communication</p> <p>Assess, provide feedback and report on student learning 5.2 Provide feedback to students on their learning 5.4 Interpret student data</p>	<p>Plan for and implement effective teaching and learning 3.1 Establish challenging learning goals 3.2 Plan, structure and sequence learning programs 3.3 Use teaching strategies 3.4 Select and use resources 3.5 Use effective classroom communication</p> <p>Create and maintain supportive and safe learning environments 4.1 Support student participation 4.2 Manage classroom activities</p>	<p>Assess, provide feedback and report on student learning 5.1 Assess student learning 5.2 Provide feedback to students on their learning 5.3 Make consistent and comparable judgments 5.4 Interpret student data 5.5 Report on student achievement</p> <p>Engage in professional learning 6.3 Engage with colleagues and improve practice</p>