



# Burdekin School Pedagogical Framework



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