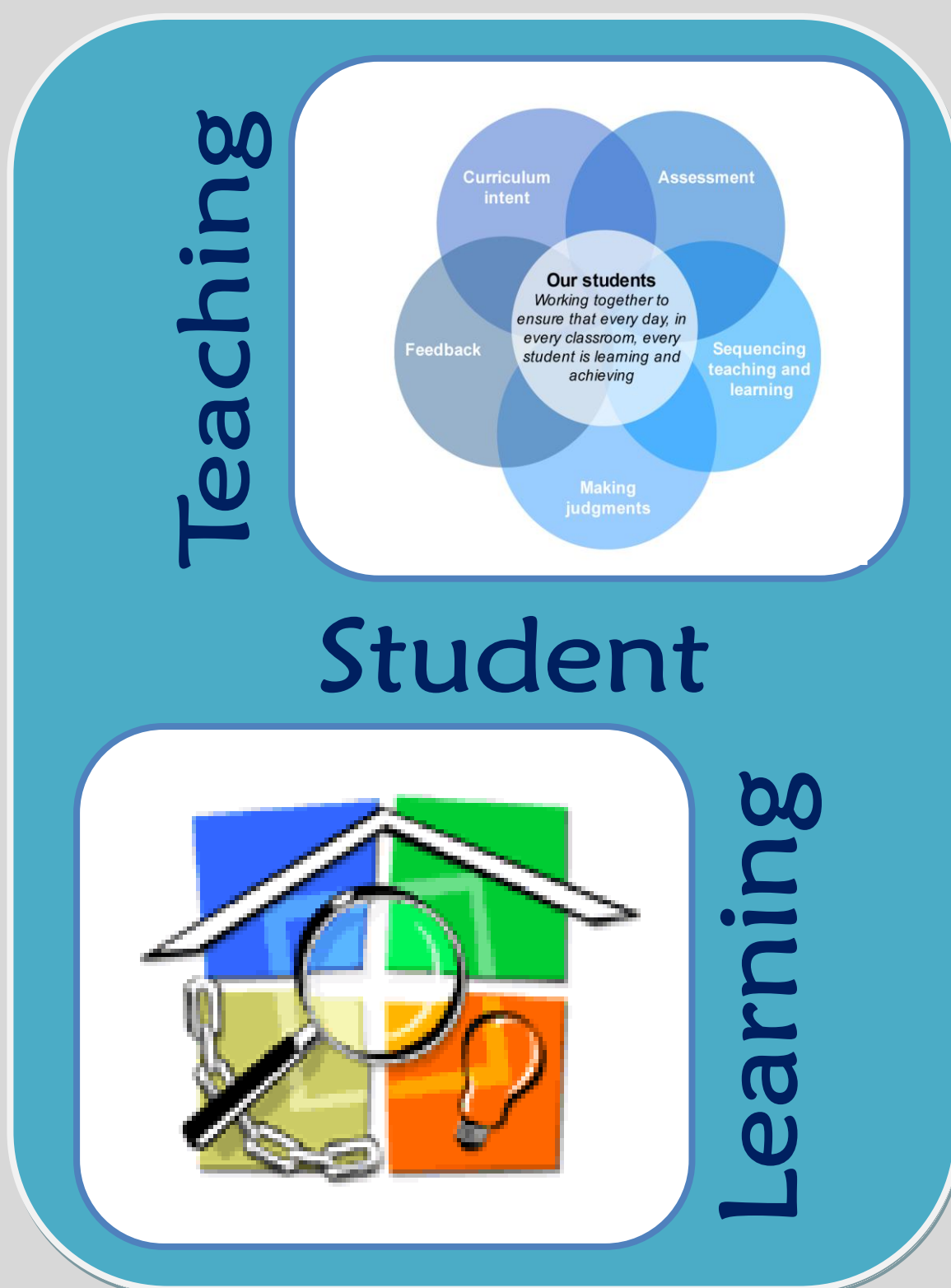# RATHDOWNEY STATE SCHOOL

PEDAGOGICAL FRAMEWORK
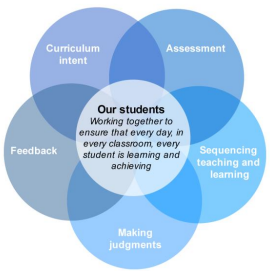
DIMENSIONS OF TEACHING AND LEARNING

2023 - 2026

The Four Productive Pedagogies

Curriculum Priorities:
- ✓ **T**eacher quality
- ✓ **E**nrolments and attendance
- ✓ **A**ctive, engaged and challenged learners
- ✓ **C**ommunity engagement
- ✓ **H**igh expectations

Rathdowney State School Pedagogical Framework

FOUR PRODUCTIVE PEDAGOGIES (U.Q. Long. study)

Intellectual Quality	Supportive Classroom Environment	Recognition of Difference	Connectedness
• *Higher order thinking* • *Deep knowledge* • *Deep understanding* • *Substantive conversation* • *Knowledge as problematic* • *Metalanguage*	• *Student direction* • *Social support* • *Academic engagement* • *Explicit quality performance criteria* • *Self-regulation*	• *Cultural knowledge* • *Inclusivity* • *Narrative* • *Group identity* • *Active citizenship*	• *Knowledge integration* • *Background knowledge* • *Connectedness to the world* • *Problem based curriculum*

DIMENSIONS OF TEACHING AND LEARNING (HATTIE, ELMORE, MARZANO, TIMPERLEY)

Curriculum Intent

Is what we want students to know, understand and be able to do.

Planning we do:
- ✓ Align with mandated curriculum:
  - • Australian Curriculum (C2C) English, Mathematics, Science, HASS (History, Civics and Citizenship, Business and Economics, Geography), The Arts, HPE and Languages (Japanese).
  - • Essential Learnings other KLAs
- ✓ Align with Whole School Curriculum, Assessment and Reporting Plan.
- ✓ Engage in Professional Learning
- ✓ Professional Standards for Teachers

Strategies we use:
- ✓ Develop Professional Networks
- ✓ Work Programs (C2C, Student workbooks, online programs)
- ✓ Unit planning
- ✓ Scope and Sequencing
- ✓ Lesson Planning
- ✓ Individual & Team Planning
- ✓ Students Goals
- ✓ Pre-testing/post testing/ diagnostic testing
- ✓ Professional Development Plans /performance plans

Evidence we see:
- ✓ Term Overviews
- ✓ Differentiated curriculum
- ✓ A common understanding of the alignment between what is planned, what is taught, what is assessed, what is reported
- ✓ Multi-age curriculum planning
- ✓ Australian Curriculum and adopting and adapting C2C
- ✓ Achievement standards, student profiles and folios of work

Assessment

The evidence on which judgments about student learning are made in order to inform future teaching and learning

Planning we do:
- ✓ Alignment with curriculum intent, teaching and learning
- ✓ Differentiated assessment
- ✓ Assessment is used:
  - • **for learning** - to use student progress to inform teaching
  - • **as learning** - to inform students' future learning goals
  - • **of learning** - to assess student achievement against goals and standards

Strategies we use:
- ✓ Whole School Curriculum, Assessment and Reporting Plan
- ✓ Front-end assessment
- ✓ Analyse data and plan for improvement
- ✓ Use of a variety of techniques
- ✓ Moderation processes to ensure quality assessment tasks
- ✓ Provision of A & C standard exemplars –Australian Curriculum
- ✓ Assessment Calendar for standardised assessment

Evidence we see:
- ✓ Modified assessment tasks
- ✓ Range and balance of assessment
- ✓ GTMJs, rubrics, Evidence of Learning from units of work
- ✓ Assessment task sheets
- ✓ A & C exemplar documents
- ✓ Formal and informal assessment
- ✓ SA Spelling, Waddington Spelling, Number Facts, Informal Prose Inventory and PM Benchmark

Sequencing Teaching and Learning

The relationship between what is taught and how it is taught in order to maximise student learning.

Planning we do:
- ✓ Front-end assessment
- ✓ Identification of students' learning styles
- ✓ Student goal setting
- ✓ Collaborative planning with teacher, TAs and support staff
- ✓ Differentiation of instruction to meet individual student needs
- ✓ Link to school priorities
- ✓ Students' learning in literacy and numeracy catered to individual levels of ability

MAKERS MODEL OF DIFFERENTIATION

Content	Process
Product	Environment

Strategies we use:

Direct Teaching Explicit teaching Intensive teaching Structured Overview Drill and Practice	**Indirect Teaching** Inquiry-based Inductive teaching Problem-based Independent learning
Interactive Teaching Whole-class discussion Cooperative learning Peer partner learning	**Individual and small group teaching** Individual goals Differentiated curriculum

- ✓ Classroom Observations
- ✓ Embed Gradual Release of Responsibility model : I DO, WE DO, YOU DO and WALT/ WILF as school signature pedagogy
- ✓ Modelling and encouraging the use of metalanguage
- ✓ Embed Whole School Reading and Spelling Program into total curriculum delivery
- ✓ Embed technology concepts and use of electronic tools

Evidence we see:
- ✓ Feedback from Classroom Observations
- ✓ Modelled, guided, independent and shared reading.
- ✓ 1:1 and small group support to meet individual needs
- ✓ Technology use across KLAs – interactive whiteboard, PCs and iPads
- ✓ C2C assessment rubrics
- ✓ Testing alignment with the Australian Curriculum

Making Judgments

Teachers and students using standards to make evidence-based judgments in order to monitor and inform the next steps for learning.

Planning we do:
- ✓ Using standards, evidence and teacher agreement to achieve consistency of judgement
- ✓ Know relevant curriculum documents - achievement standards in Australian Curriculum

Strategies we use:
- ✓ Develop clear, specific criteria relevant to the task
- ✓ Provide clear expectations about quality performance
- ✓ Be clear and explicit with students about how they will be judged
- ✓ Teach students how to use checklists and exemplars to plan and review their progress
- ✓ Whole Class Assessment Overview to inform gaps

Evidence we see:
- ✓ Whole school data collation and analysis
- ✓ Feedback discussions with parents, students and other staff
- ✓ Written feedback in student workbooks and on assessment tasks

Feedback

Information and advice provided by a teacher, peer, parent or self about performance aimed at improving learning.

Planning we do:
- ✓ Use individual student achievement data to close the gap between where students are and where they need to be.
- ✓ Goal setting
- ✓ Pre-testing and post-testing

Strategies we use:
- ✓ Provide quality feedback against explicit individual student improvement goals
- ✓ Provide quality feedback to teachers through formal classroom observations by peers and supervisors.
- ✓ Use varied forms of feedback
- ✓ Give timely feedback
- ✓ Design classroom activities and assessment to gather evidence about learning
- ✓ School Reporting / Parent Teacher Interviews

Evidence we see:
- ✓ Conversations between teachers and students
- ✓ Students know their level of achievement in each subject
- ✓ School reports
- ✓ Student folios
- ✓ Parent interviews