

Laidley District State School Pedagogical Framework
Dimensions of Teaching and Learning / Fleming/Archer and Hughes
We are headed down the right P.A.R.R.T.H - Positive Attitude, Respect, Responsibility, Trust, Honesty



Curriculum Intent	Assessment	Sequencing Teaching and Learning	Making Judgments	Coaching and Feedback	Student Coaching and Feedback				
Is what we want students to know, understand and be able to do.	The evidence on which judgments about student learning are made in order to inform future teaching and learning.	The relationship between what is taught and how it is taught in order to maximise student learning <ul style="list-style-type: none"> One School/ working towards KLAs Support Provisions 	Teachers and students using standards to make evidence-based judgments in order to monitor and inform the next steps for learning.	Information and advice provided by a teacher, peer, parent or self about performance aimed at improving learning (For Teachers)	Mentoring or Guidance (For Students)				
<p>Planning we do:</p> <ul style="list-style-type: none"> Align with mandated curriculum: <ul style="list-style-type: none"> ACARA (C2C) Essential Learnings Align with Whole School Curriculum, Assessment and Reporting Plan. Engage in Professional Learning Professional Standards for Teachers Inclusion. 	<p>Planning we do:</p> <ul style="list-style-type: none"> Alignment with curriculum intent, teaching and learning. Differentiated assessment Assessment is used: <ul style="list-style-type: none"> 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. 	<p>Planning we do:</p> <ul style="list-style-type: none"> Front-end assessment Understand varying learning styles Differentiation of instruction to meet individual student needs. Link to school priorities. Focussed teaching episodes. Embed FSiR and FSiM. Students on ILPS are taught and assessed at their relevant curriculum within the context of their year level units Within the explicit instruction framework these teaching strategies can be explored. 	<p>Planning we do:</p> <ul style="list-style-type: none"> Using standards, evidence and teacher agreement to achieve consistency of judgment. Alignment with achievement standards. Use relevant curriculum documents. Calibration of unit expectations 	<p>Planning we do:</p> <ul style="list-style-type: none"> Use individual student achievement data to close the gap between where students are and where they need to be. Self and peer feedback. Goal setting. Pre-testing and post-testing. Home/School communications 	<p>Planning we do:</p> <ul style="list-style-type: none"> Use student achievement data to close the gap between where students are and where they need to be. Self and peer feedback. Goal setting. Aust Professional Standards Moderation 				
<p>Strategies we use:</p> <ul style="list-style-type: none"> Develop Professional Networks Work Programs Unit Planning Scope and Sequencing Lesson Planning Individual and Team Planning – eg specialist/support staff Triangulate Data through Whole School OneSchool Mark books <ul style="list-style-type: none"> Diagnostic Standardised Pre-testing Assessment for Learning <ul style="list-style-type: none"> Pretesting Diagnostic Standardised Diagnostic Testing <ul style="list-style-type: none"> Assessment for Learning <ul style="list-style-type: none"> Pretesting Diagnostic Standardised Individual Learning Plans Support provisions across the Curriculum FSiR and FSiM 	<p>Strategies we use:</p> <ul style="list-style-type: none"> Whole School Curriculum, Assessment and Reporting Plan Front-end assessment <ul style="list-style-type: none"> Adjust Differentiate Review cycle <ul style="list-style-type: none"> PLAN/ DO/ REFLECT Modify planning Use of a variety of assessment techniques Moderation processes to ensure quality assessment tasks (all subjects) Provision of A & C standard exemplars Assessment Calendar Diagnostic Tasks for FSiM Use of One School to record assessment results Assessment of learning <ul style="list-style-type: none"> Post Test Unit Assessment 	<p>Strategies we use:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;"> Direct Teaching Explicit teaching Intensive teaching Structured Overview Drill and Practice </td> <td style="width: 50%; padding: 2px;"> Indirect Teaching Inquiry-based Inductive teaching Problem-based independent learning </td> </tr> <tr> <td style="width: 50%; padding: 2px;"> Interactive Teaching Whole-class discussion Co-operative learning Peer partner learning </td> <td style="width: 50%; padding: 2px;"> Experiential Teaching Field experience Stimulation Role play Process drama </td> </tr> </table> <ul style="list-style-type: none"> Co-teaching model Classroom Observations Modelling and encouraging the use specific metalanguage –academic, social, behavioural, regional Embed Whole School Reading and Numeracy into curriculum delivery Embed ICT concepts SWPBS focus lessons Specialist and support staff 	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 Co-operative learning Peer partner learning	Experiential Teaching Field experience Stimulation Role play Process drama	<p>Strategies we use:</p> <ul style="list-style-type: none"> Develop clear, specific criteria relevant to the task. Provide clear expectations about quality performance – Exemplars. Be clear and explicit with students about how they will be judged. Teach students how to use task-specific standards, descriptors and exemplars to plan and review their progress. Whole Class Assessment Overview to inform gaps. Reading discussions with Principal each term. 	<p>Strategies we use:</p> <ul style="list-style-type: none"> Provide quality feedback against explicit individual student improvement goals. Seek quality feedback on teaching performance from students. Use varied forms of feedback. Give timely feedback Access to the Whole School OneSchool Mark book. Teachers engage in self-feedback and receive quality feedback from peers (classroom observations). School based Pedagogy coach FSiM and FSiR – school based tutors 	<p>Strategies we use:</p> <ul style="list-style-type: none"> Used varied forms of feedback Give timely feedback within 2 weeks for assessment Design classroom activities and assessment to gather evidence about learning. Parent teacher interviews School Reporting
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 Co-operative learning Peer partner learning	Experiential Teaching Field experience Stimulation Role play Process drama								
<p>Evidence we see:</p> <ul style="list-style-type: none"> Focussed team meetings Developing Performance Framework Laidley English Program Yearly Overviews Explicit Instruction- Lesson structure, lesson intent (WALT,WILF,TIB) Team Meeting Records Term Overview 	<p>Evidence we see:</p> <ul style="list-style-type: none"> Modified assessment tasks Range and balance of assessment Assessment task sheets A & C standard exemplars Explicit Teacher feedback dated in books Term Overview 	<p>Evidence we see:</p> <ul style="list-style-type: none"> Feedback from Classroom Observations Learning intent visible for students, students can communicate lesson intent, in every lesson and copied into student books Modelled, guided, independent and shared reading. Release of Responsibility model 	<p>Evidence we see:</p> <ul style="list-style-type: none"> Goal Setting in students’ books/diaries Results and comments entered into whole school OneSchool Mark book Feedback discussions with parents, students and other teachers Written feedback in student workbooks and on assessment tasks 	<p>Evidence we see:</p> <ul style="list-style-type: none"> School opinion surveys Professional Conversations <ul style="list-style-type: none"> Peer to peer Admin to teacher Admin to teacher aide Teacher to teacher aide 	<p>Evidence we see:</p> <ul style="list-style-type: none"> Conversations between teachers, parents and students Students engaging in self and peer feedback Students know their level of achievement in each subject Students results written in diaries Students participating in OneSchool explicit goal planning “Pride Book” 				

<ul style="list-style-type: none"> ✓ OneSchool <ul style="list-style-type: none"> • Differentiation • FSIR/FSIM • Support Provisions • Data Reports • Mark book ✓ Classroom <ul style="list-style-type: none"> • E.I Posters • Displays • Work Samples • Exemplars • Student Talk ✓ Books <ul style="list-style-type: none"> • Work Samples • Goal Setting (Term) • Written Visual Feedback 		<ul style="list-style-type: none"> ✓ OneSchool e.g. Classroom, Dashboard ✓ Flexible student groupings ✓ Teaching Strategies <p>Include direct, interactive, experiential or indirect according to the needs of students and the curriculum intent.</p>			
<p>Resources ✓</p>	<p>Resources ✓</p>	<p>Resources ✓</p>	<p>Resources ✓</p>	<p>Resources ✓</p>	<p>Resources ✓</p>

I AM RESPONSIBLE

I AM RESPECTFUL

I AM READY TO LEARN