NARANGBA VALLEY STATE SCHOOL PEDAGOGICAL PRACTICES

**ASoT – Design Questions**

**Design Question 1** – What will I do to establish and communicate learning goals, track student progress and celebrate success?

The learning goals and success criteria must be established and communicated. Learning goals should be written in a way that is meaningful to students. The success criteria should be clearly defined and the teacher should monitor student progress towards these goals.

**Design Question 2** – What will I do to help students effectively interact with new knowledge?

Teachers should continually provide students with new content and help them to interact with this content in a meaningful way. The content should be presented in a variety of formats to cater to different learning styles.

**Design Question 3** – What will I do to help students practice and deepen their understanding of new knowledge?

Students should be given opportunities to practice new skills and deepen their understanding of the new content. This can be done through the use of different pedagogical strategies, such as group work, problem solving, and project-based learning.

**Design Question 4** – What will I do to help students generate and test hypotheses about new knowledge?

Students should be encouraged to generate and test hypotheses about new knowledge. This can be done by providing students with opportunities to ask questions, make predictions, and collect evidence.

**Design Question 5** – What will I do to engage students?

Keeping students engaged is one of the most important considerations for the classroom teacher. There are many activities teachers can use to capture students’ attention in a way that enhances their intellectual engagement. By focusing on high energy, games, mild mistakes and controversy and competition, a teacher is appealing to the natural curiosity and competitiveness in their students.

**Design Question 6** – What will I do to establish or maintain classroom rules and procedures?

The creation of rules and procedures is an important aspect of classroom management. Rules identify general expectations or standards regarding student behaviour. Procedures and routines describe those behaviours that will help realize the rules. Rules and routines should be explicitly taught, that they do not necessarily come naturally, just as mathematical concepts and reading skills must be explicitly taught. These should be taught and reviewed. Without effective rules and procedures, teaching and consequently learning is inhibited.

**Design Question 7** – What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?

Consequences are the other side of rules and consequences, and they should be both positive and negative and used in appropriate way. A balanced approach involves balancing both positive and negative consequences.

**Design Question 8** – How will I develop effective lessons and activities?

These should be established at the beginning of the school year. Teachers should frequently reinforce adherence to rules and procedures and also acknowledge lack of adherence to rules and procedures and procedures for which there are no consequences – positive and negative – do little to enhance learning.

**Design Question 9** – How will I promote student leadership?

The quality of the relationships teachers have with students is paramount to the effective management of the classroom. An effective student-teacher relationship relies heavily on communication. Students need to know that you will provide some autonomy and that they can communicate with you if they feel that you have a stake personally in the success of each one of them. If the relationship in the classroom between teacher and students is good then everything else seems to be enhanced.

These behaviours that forge positive relationships with students include: identifying and using positive information about students, showing interest in and positive attention for and equitable treatment of all students.

**Design Question 10** – What will I do to communicate high expectations for all students?

A teacher’s belief about students’ chances of success in school influences the teacher’s actions with students, which in turn influences students’ achievements. Teachers should develop expectations for students in ways that are consistent with these expectations. A positive attitude should be communicated to all students and the type and quality of interactions should be consistent. Low expectation students and high-expectancy students should not be treated differently.

**Design Question 11** – How will I develop effective lessons and activities?

While specific content to be taught is often specified, some flexibility around how that content is delivered still remains. Planning involves all aspects from all design questions.

- Identify a unit of work for the students to apply their previous learning to.
- Plan for content specific lesson segments
- Plan for actions that must be taken on the spot
- Develop a flexible draft for daily activities
- Review critical aspects of effective teaching daily

**HIGHER ORDER THINKING**

Higher Order Thinking is an inquiry approach that focuses the teacher’s attention on the higher order questions in order to both attention and focus beyond basic skills to key aspects of higher order thinking and more substantive conversations with students.

The diagram below illustrates the continuum of thinking processes from lower order to higher order.

- **lower order thinking** - is factual
- **higher order thinking** - is flexible
- **higher order thinking** - provides all students with the means to reach their full potential
- **higher order thinking** - has high expectations

**Bloom’s Taxonomy**

- **Bloom’s Taxonomy** identifies levels of learning.
  - **Knowledge**: Recalls, states, understands, describes, identifies, knows, labels, reproduces, selects, states. Knowledge is the recall of learning. It involves reproduction and memorization of facts and concepts.
  - **Comprehension**: Understands, interprets, paraphrases, recites, summaries, translates. Comprehension is the application of knowledge and involves understanding, interpreting, and summarizing.
  - **Application**: Must be a new situation or an unexpected use of abstractions. Application is the ability to use knowledge in new and different ways. It involves the use of previous knowledge to solve problems or create new solutions.
  - **Analysis**: Must be a new situation and the focus is on breaking things down to component parts. Analysis is the ability to identify the parts of a whole and understand how they fit together.
  - **Synthesis**: Must be a new situation and the focus is on putting things together to create something new. Synthesis is the ability to combine and integrate different ideas or concepts to create a new whole.
  - **Evaluation**: Must be a new situation and the focus is on making judgments about the value of ideas or materials. It involves the ability to evaluate, criticize, and discriminate.

**Gardner’s Multiple Intelligences**

Gardner’s Multiple Intelligences is a theory of human intelligence that identifies at least eight distinct intelligences. Each intelligence is a specific ability or talent that can be developed and nurtured. The eight intelligences include:

- **Logical-Mathematical Intelligence** - the ability to reason and solve problems logically, to understand numbers, patterns, and operations.
- **Linguistic Intelligence** - the ability to use language, read, write, and speak.
- **Visual-Spatial Intelligence** - the ability to see and use patterns and relationships, to understand geometric concepts.
- **Musical Intelligence** - the ability to perceive, recall, and create music.
- **Body-Kinesthetic Intelligence** - the ability to coordinate body movements and the manipulation of objects.
- **Interpersonal Intelligence** - the ability to understand and interact with others, to work cooperatively with others.
- **Intrapersonal Intelligence** - the ability to understand oneself, one’s feelings, and one’s goals.
- **Naturalist Intelligence** - the ability to identify and understand patterns in nature and the natural world.

**Differences (DQ 2, 3, 4 & 5)**

**Differences** involves adaptations to the content, process or product components of the curriculum. The intent of providing differentiation in teaching practices is to have all students participating in work that is challenging, meaningful and engaging. It takes into account the range of individual differences and needs of students in the classroom environment.

All teachers at NRSU use differentiation in their classroom environment and recognize the following as an important factor when considering differentiated teaching and learning. A differentiated classroom:

- allows a teacher to identify learning potential of students and develop relationships which will motivate and challenge them to learn.
- provides a level of assessment feedback – think about what you are assessing if it is the process or the content, make assessment tasks suitable
- allows time to instruction and more time to questioning

**Activities**

- A pattern of regular, long-term planning
- A blend of whole class, group and individual instruction
- Allows and encourages students to choose the way they learn
- Develop rich focus questions – philosophical, provocative, quirky, thought provoking, unusual or intriguing

**Enacted at the Next Step**

**Self Evaluation**

- Identify the flip points of the unit
- Identify the flip points of the assessment
- Plan for lesson segments that will be routine components of every lesson
- Plan for content specific lesson segments
- Plan for actions that must be taken on the spot
- Develop a flexible draft for daily activities
- Review critical aspects of effective teaching daily

**A Willing and Able to...**

- Engage in the curriculum (Q1)
- Plan for lessons that will communicate learning (Q2)
- Develop a flexible draft for daily activities (Q3)
- Understand that learning is a process (Q4)
- Interact with new knowledge (Q5)
- Predicting and Debating (Q6)
- Generating and Testing Hypotheses (Q7)

**Interactions with the Student**

- Identify the flip points of the unit
- Identify the flip points of the assessment
- Plan for lesson segments that will be routine components of every lesson
- Plan for content specific lesson segments
- Plan for actions that must be taken on the spot
- Develop a flexible draft for daily activities
- Review critical aspects of effective teaching daily

**Addressing**

- Engage in the curriculum (Q1)
- Plan for lessons that will communicate learning (Q2)
- Develop a flexible draft for daily activities (Q3)
- Understand that learning is a process (Q4)
- Interact with new knowledge (Q5)
- Predicting and Debating (Q6)
- Generating and Testing Hypotheses (Q7)

**Self Evaluation**

- Identify the flip points of the unit
- Identify the flip points of the assessment
- Plan for lesson segments that will be routine components of every lesson
- Plan for content specific lesson segments
- Plan for actions that must be taken on the spot
- Develop a flexible draft for daily activities
- Review critical aspects of effective teaching daily

**Activities**

- A pattern of regular, long-term planning
- A blend of whole class, group and individual instruction
- Allows and encourages students to choose the way they learn
- Develop rich focus questions – philosophical, provocative, quirky, thought provoking, unusual or intriguing

**A Willing and Able to...**

- Engage in the curriculum (Q1)
- Plan for lessons that will communicate learning (Q2)
- Develop a flexible draft for daily activities (Q3)
- Understand that learning is a process (Q4)
- Interact with new knowledge (Q5)
- Predicting and Debating (Q6)
- Generating and Testing Hypotheses (Q7)