

# Narangba Valley State School Pedagogical Framework



At Narangba Valley we believe that "at the heart of every teacher's practice are students and accordingly, students lie at the heart of this Pedagogical Framework".

To ensure high-quality teaching and learning, teachers need to focus on the following priorities

1. An unrelenting focus on improvement
2. A shared commitment to core priorities
3. Quality curriculum and planning to improve learning
4. Teaching focused on the achievement of every student
5. Monitoring student progress and responding to learning needs

(Source: Julie Grantham's Forward in the Roadmap for P-10, curriculum, teaching, assessment and reporting.)

This document addresses these priorities through the **Art and Science of Teaching - ASoT**.

Continual professional development in ASoT will ensure consistency across the school.

## WHAT?

- ASoT is an Instructional Leadership Model (**NOT Supervision Model**) that provides a comprehensive pedagogical framework with the aim to improve student learning by promoting teacher effectiveness and professional growth.
- It provides a framework of 10 questions to encourage teacher reflection.
- It provides a common language but allows teachers to be individuals.
- It is based around observation and feedback, NOT evaluation, and is a process to help identify where teachers are at and help them move forward.
- It reminds us of the strategies to use to ensure our instruction is effective.
- It is about working with every teacher and encouraging them to be the best they can be!

## WHY?

- Improving teacher effectiveness is the key agenda
- Education Queensland has a list of expectations around establishing Pedagogical frameworks in schools
- Our region has decided that all schools will adopt ASoT as a model as it is sustainable, provides common ways of working, methods of effective instruction and student management

# ASOT Design Questions

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

For learning to be effective, clear targets around information and skill must be established. Once learning goals have been established and communicated it is necessary to track student progress throughout a unit. Finally when progress has been made the teacher and student can celebrate those successes.

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

Teachers are continually providing students with new content and expecting them to interact in some way with this new content. If students understand the content provided they are more likely to accomplish learning goals. To increase students' understanding of this content, teachers should facilitate students' actively processing the content by providing critical – input experiences.

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

Design question 3 is intended to provide students with opportunities to practise new skills and deepen their understanding of new information. The aim is long term retention and use of knowledge. There are two different types of knowledge that need to be developed, procedural knowledge and declarative knowledge.

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

If the teacher wishes to move students beyond levels of knowing and understanding, then the students should be engaged in tasks that require them to experiment with the new knowledge. Design question 4 is about providing opportunities for the students to apply their previous learning to problems and/or projects that require decision making and critical thinking. Both problem based and project based learning are based on problem-solving processes, critical thinking and higher levels of cognition. They challenge students through the application and utilisation of knowledge and are more student driven than teacher driven.

## 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 knowledge of academic content. By focussing on high energy, games, mild pressure and mild 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 realise the rules. Routines are procedures repeated over and over again. Routines and procedures need to be explicitly taught, they do not necessarily come naturally, just as Mathematical concepts and reading skills must be explicitly taught. These should be regularly reviewed. Without effective rules and procedures, teaching and consequently learning is inhibited.

## Design Question 7 - What will I do to recognise and acknowledge adherence and lack of adherence to classroom rules and procedures?

Consequences are the other side of rules and procedures. Consequences should be both positive and negative and used in appropriate ways. A balanced approach involves acknowledging both positive and negative behaviours.

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. Rules and procedures for which there are no consequences – positive and negative – do little to enhance learning.

## Design Question 8 – What will I do to establish and maintain effective relationships with students?

The quality of the relationships teachers have with students is paramount to the effective management of the classroom. An effective teacher-student relationship relies heavily on communication. Students need to know that you will provide guidance academically and behaviourally but that you are also a team working together. Don't be afraid to let students know 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.

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

## Design Question 9 – What will I do to communicate high expectations for all students?

A teacher's beliefs about students' chances of success in school influence the teacher's actions with students, which in turn influence students' achievement. Teachers should develop expectations for students' success in class and then behave in ways that are consistent with these expectations. A positive affective tone should be communicated to all students and the type and quality of interactions should be consistent. Low expectancy students and high expectancy students should not be treated differently.

## Design Question 10 – What will I do to develop effective lessons organised into a cohesive unit?

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 focus for the unit of instruction
- 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

## Signature Pedagogical Practices

### Bloom's Taxonomy

Bloom's Taxonomy identifies levels of learning. The cognitive domain addresses the learning goals of knowing at looks at knowledge, comprehension and application.

**Knowledge:** Recall data or information - defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognises, reproduces, selects, states.

**Comprehension:** Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words - comprehends, converts, defends, distinguishes, estimates, explains, extends, generalises, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarises, translates.

**Application:** Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place - applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.

**Analysis:** Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences - analyses, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.

**Synthesis:** Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure - categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organises, plans, rearranges, reconstructs, relates, reorganises, revises, rewrites, summarises, tells, writes.

**Evaluation:** Make judgments about the value of ideas or materials - : appraises, compares, concludes, contrasts, criticises, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarises, supports.

### Age Appropriate Pedagogies

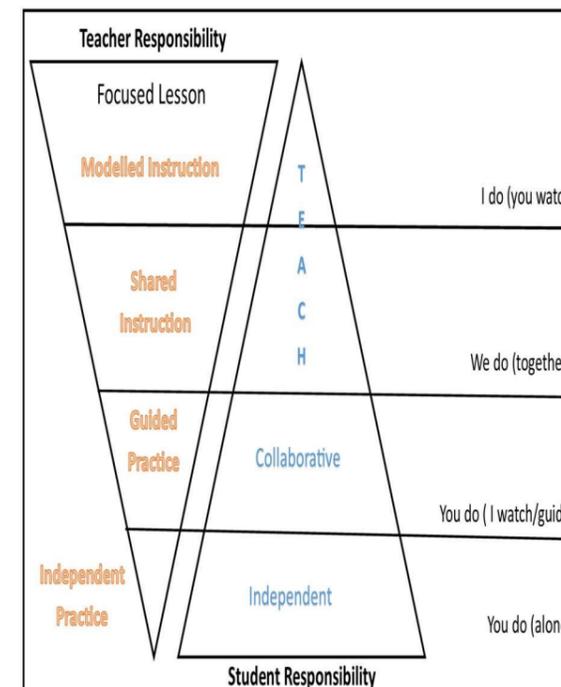
Age-appropriate pedagogies are shaping teaching and learning in the early years of school now and into the future.

Age-appropriate pedagogies support early years teachers to apply a range and balance of teaching approaches and characteristics of quality teaching in their classroom practice. Teachers are supported to align curriculum, age-appropriate pedagogies and assessment to maximise children's engagement in learning and to enhance outcomes.

Children learn best when they are actively engaged in purposeful learning experiences. The Australian Curriculum clearly defines what is to be taught, and teachers use their knowledge of children's interests, strengths and capabilities to identify the most effective way to teach curriculum content



### Gradual Release Model



### Shared Language between Teacher & Student

