

Emu Creek State School



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Pedagogical Framework

Aligned to P-12 CARF 29/08/2020

<https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>

Updated October 2020

Our Pedagogical Approach to Effective Teaching and Learning

Our school focus centres around the wellbeing and education of our students. Our pedagogical practices enable understanding and support of all students and we recognise that all students are different and all need to be included.

We know that quality of classroom teaching has a profound influence on student learning and achievement. Our school environment is a place where teachers are supported to be effective teachers who systematically plan, use evidence to inform their practice and employ a range of teaching strategies and methods to improve student learning outcomes.

Teaching is a complex and challenging profession in which an effective teacher makes countless daily decisions. The most critical decisions focus on the student.

What do my students already know?

What do they need to learn?

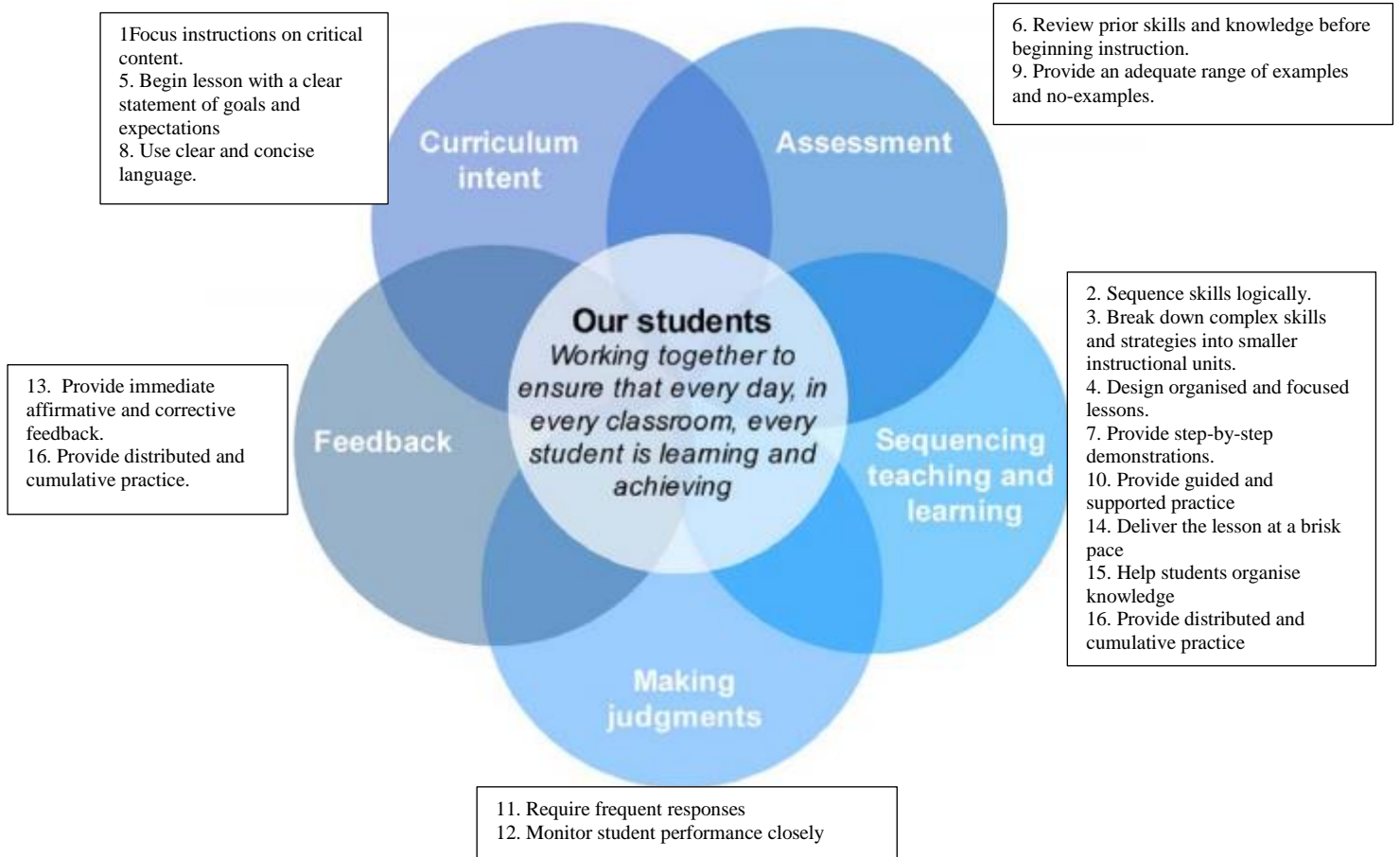
How do I teach it?

How will they demonstrate their learning?

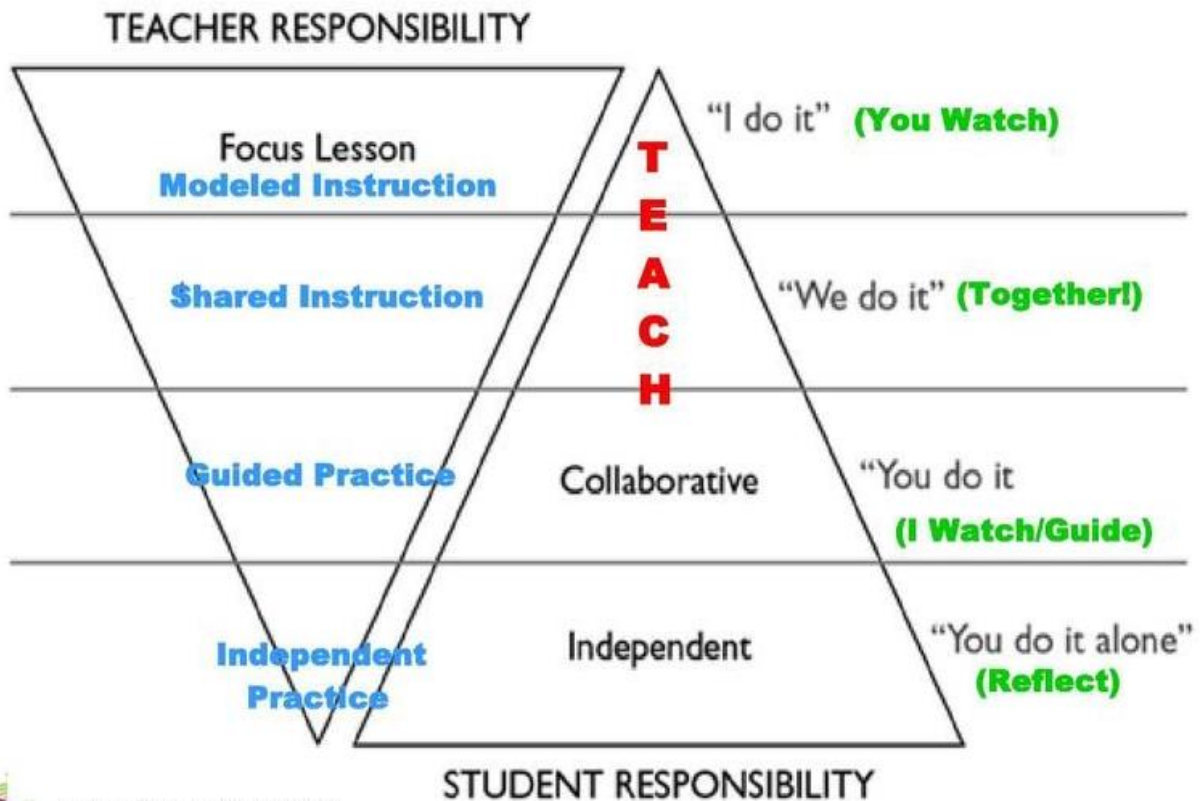
How will I know how well my students have learned it?

Where to next?

Our pedagogy is organised around the *Dimensions of teaching and learning* (Education Queensland) with the core focus being our students. The 16 elements of Explicit Teaching (Archer and Hughes 2011) are embedded within our pedagogical practices with emphasis being placed on the explicit teaching structure of the Gradual Release of Responsibility (Fisher and Frey 2008).



Gradual Release of Responsibility (Fisher and Frey 2008)



The five *Dimensions of teaching and learning* form the basis of every teacher’s professional practice. At its centre are students. Each dimension links to and supports the other. No one dimension exists in isolation and there is no fixed starting point.

The following is an overview of the process and what it looks like in teacher practice, with most teachers starting with the mandated curriculum and backward mapping from the assessment task.

DoTL	Strategies we use:	Evidence we see:
Curriculum Intent – What do my students need to learn?	Collaborative planning through Before Moderation Backward mapping of units of work to the Australian Curriculum Identify ‘know’ and ‘do’ Exemplars Fore-fronting assessment WALT, WILF	3 Levels of Planning - alignment Exemplars Learning Walls WALT, WILF
Assessment – What do my students already know? How well do they know it?	Curriculum mapping of assessment task Diagnostic testing Plan and use assessment for learning – know where each student is at to inform the teaching cycle	Assessment portfolio Reporting Cycle Formative assessment data – monitoring performance closely Class data sets

Sequencing teaching and learning – What do my students already know and what do they need to learn next?	Sharratt's 5 questions Gradual Release of Responsibility – Frey (2008) Archer's 16 elements of explicit instruction Guided and supported practice	Unit plans and daily plans WALT, WILF Learning walls
Making judgements	Moderation (After, After, End) at a school and clusterlevel AC achievement standards	Assessment portfolio
Feedback	Immediate affirmative and corrective feedback Requiring frequent responses from all students so that we can provide feedback Self-reflection against exemplars on the learning wall	Learning Wall or Bump it up wall

References

Archer, A. & Hughes, C. 2011. *Explicit Instruction: Effective and efficient teaching*. New York: Guilford Press.

Fisher, D. & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: ASCD.