



Pedagogical Framework – Effective Teaching Practices at Thornlands State School

DIMENSIONS OF TEACHING AND LEARNING with IMPACT

Inspire Model Practice Apply Connect Transform

Curriculum Intent 	Assessment 	Sequencing Teaching and Learning 	Making Judgments 	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.	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.
Planning we do: <ul style="list-style-type: none"> ✓ Identify cognitive demand and learning intentions ✓ Align with Australian curriculum ✓ Align with Whole School Curriculum, Assessment and Reporting Plan ✓ Engage in Professional Learning 	Planning we do: <ul style="list-style-type: none"> ✓ Align with Whole School Curriculum, Assessment and Reporting Plan ✓ Assessment: <ul style="list-style-type: none"> ▪ for learning ▪ as learning ▪ of learning 	Planning we do: <ul style="list-style-type: none"> ✓ Backward mapped assessment ✓ Links to EIA 	Planning we do: <ul style="list-style-type: none"> ✓ Use standards, evidence and teacher agreement to achieve consistency in judgement ✓ Understand curriculum documents ✓ Moderation (Year level and vertical) - Knowing the 'C' 	Planning we do: <ul style="list-style-type: none"> ✓ Individual data to target student improvement ✓ Self and peer assessment ✓ Two stars and a wish ✓ Goal setting
Strategies we use: <ul style="list-style-type: none"> ✓ Unit planning ✓ Scope and sequence ✓ Curriculum mapping ✓ Team Planning ✓ Triangulate data ✓ Professional Development Plans ✓ Diagnostic testing ✓ Individual goal setting ✓ TNT's 	Strategies we use: <ul style="list-style-type: none"> ✓ Whole School Curriculum, Assessment and Reporting Plan ✓ Backward mapped assessment ✓ Analysis of A-E data ✓ Variety of assessment types ✓ Moderation ✓ Exemplars/model answers ✓ TNT's 	Strategies we use: <ul style="list-style-type: none"> ✓ Watching others work (WOW) ✓ Mentoring ✓ Modelling and encouraging the use of metalanguage ✓ Embed whole school Writing and Reading Program into curriculum delivery ✓ TNT's 	Strategies we use: <ul style="list-style-type: none"> ✓ Develop clear GTMJ and monitoring criteria ✓ Success criteria ✓ Individual, class, cohort and whole school data analysed for high, under and low achievers ✓ TNT's 	Strategies we use: <ul style="list-style-type: none"> ✓ Provide quality feedback against explicit individual student goals ✓ Use varied forms of feedback: <ul style="list-style-type: none"> - Where am I going? (goals) Feed Up - How am I going? Feed Back - Where to next? Feed Forward ✓ Teachers engaged in WOW and mentoring ✓ Whole school reporting guidelines ✓ Parent teacher Interviews ✓ TNT's
Evidence we see: <ul style="list-style-type: none"> ✓ Class data profile ✓ Data wall ✓ Team meetings ✓ Success Criteria 	Evidence we see: <ul style="list-style-type: none"> ✓ GTMJ for every subject ✓ Assessment Portfolios ✓ Modified assessment tasks ✓ Monitoring tasks 	Evidence we see: <ul style="list-style-type: none"> ✓ Feedback from WOW time ✓ Success Criteria ✓ Modelled, guided, shared and independent Reading and Writing 	Evidence we see: <ul style="list-style-type: none"> ✓ Goal setting ✓ Data in OneSchool ✓ Success Criteria ✓ Feedback discussions with parents, teachers and students ✓ Written feedback in workbooks and on assessment tasks 	Evidence we see: <ul style="list-style-type: none"> ✓ Conversations between teacher, parents and students ✓ Students know their level of achievement ✓ Student results in Assessment Portfolios

Making Our Results Excellent