



Hilliard State School Pedagogical Framework

Dimensions of Teaching and Learning



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.
<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 Australian Professional Standards for Teachers 	<p>Planning we do:</p> <ul style="list-style-type: none"> Alignment with curriculum intent, teaching and learning Assessment modifications 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 Link to pedagogical framework Know your learners e.g. G&T, LS etc. Pre-assessment to identify prior knowledge Analysis of assessment tools to inform teaching Modify planning where necessary Classroom layout - organised, visual learning aids, student work samples, word walls, organisers, strategies, motivating 	<p>Planning we do:</p> <ul style="list-style-type: none"> Year level shared expectations with clear standards (student friendly language) and provided to students at beginning of assessment Teacher collaboration to achieve consistency of judgement Knowledge of relevant curriculum documents Liaising with support staff e.g. SEP, ST:L&N, ESL, GEM 	<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
<p>Strategies we use:</p> <ul style="list-style-type: none"> Scope and Sequence Unit Planning Year Level Planning Consider structure of individual lessons Triangulate Data through Whole School Assessment Sets Pre-testing (prior knowledge) Personal Development Plans Diagnostic Testing Student goal setting 	<p>Strategies we use:</p> <ul style="list-style-type: none"> Whole School Curriculum Framework Hilliard SS Assessment Schedule Formative and Summative assessment Pre and Post assessment Front-end assessment Moderation processes to ensure quality assessment tasks across KLAs Unpack the assessment with students and share criteria e.g. Guide to Making Judgements Unpack A exemplars with students Student checklist – self monitoring Model prior to the assessment Opportunities for multimodal assessment e.g. written/oral/digital Feedback to students 	<p>Strategies we use:</p> <ul style="list-style-type: none"> I Do, We Do, You Do - gradual release of responsibility: Daily WARM Ups WALT/WILF Differentiation of instruction to meet individual student needs Opportunities to practise skills at different scaffolded levels – whole class / small group / paired / individual Feedback to students on their work throughout units so children know how to get to level Modelled guided, shared, independent learning Use of metalanguage Consideration of General Capabilities Embed Whole School Reading and Spelling Program into curriculum delivery incl. WTW, QAR, Guided Reading Varied modes of learning e.g. concrete materials, eLearning Visible Thinking / HOTS and LOTS Monitoring tasks Problem solving / Thinkboards / Polya's model (See/Plan/Do/Check) Reflection on learning 	<p>Strategies we use:</p> <ul style="list-style-type: none"> Develop clear criteria relevant to the task Provide clear expectations about quality performance Be clear and explicit with students about how they will be judged e.g. Modelling levels of achievement (A-C work samples e.g. ACARA exemplars) Consistency of administration of assessment across year level Year level moderation of student work Liaise with year level below and above to ensure appropriate expectations (also consider relevant scope and sequence) Classroom Observations (MALT) using agreed criteria 	<p>Strategies we use:</p> <ul style="list-style-type: none"> Provide quality feedback against explicit individual student improvement goals Use varied forms of feedback e.g. oral/written/exit statements/ICT Give constructive, positive and timely feedback (within 2 weeks for assessment) Design classroom activities and assessment to gather evidence of learning Maintain a Class Data Set including OneSchool Class Dashboard Teachers engage in self-reflection Students engage in self-reflection Teachers seek quality feedback from students and peers Parent Teacher Interviews Assembly including class celebrations of learning Newsletter/School Reporting
<p>Evidence we see:</p> <ul style="list-style-type: none"> Achievement Standards communicated to students and parents Student Data Profiles e.g. OneSchool Class Dashboard Student folios of work – English and Maths Focused year level meetings A common understanding of the alignment between what is planned, what is taught, what is assessed, what is reported 	<p>Evidence we see:</p> <ul style="list-style-type: none"> Modified assessment tasks Range and balance of assessment Assessment task sheets and rubrics provided to students in students friendly language A & C standard work samples shared with students Actual assessment and observations and interactions and prior work samples Teacher and student monitoring Monitoring and tracking tools, PATR, PATM, PM Benchmark, Probe, Words Their Way, Maths tracking tool 	<p>Evidence we see:</p> <ul style="list-style-type: none"> WALT/WILF visible for students in every lesson Modelled, guided, independent and shared learning Student data profiles showing student learning - Moderation Student motivation and enthusiasm Celebration of student learning which can include parents e.g. at the end of each unit of work Differentiation evident in planning Teacher self-reflection against Hilliard SS Pedagogical Framework 	<p>Evidence we see:</p> <ul style="list-style-type: none"> Feedback from Classroom Observations Goal Setting from pre-assessment tasks Results and comments entered into class teacher's data book Results from School Audit, NAPLAN, SOS Feedback discussions with parents, students and other teachers Written feedback in student workbooks and on assessment tasks A and C standard work samples shared with students 	<p>Evidence we see:</p> <ul style="list-style-type: none"> Dialogue between teachers and students Students engaging in self and peer feedback Students know their level of achievement in each subject Student goal setting and monitoring Visual representation of goals for students Weekly student awards Celebration of student learning which can include parents e.g. at the end of each unit of work

<p>Relationships: What will I do to establish and maintain effective relationships with students?</p> <ul style="list-style-type: none"> Understand and seek to discover students interests and backgrounds Provide a positive classroom climate Provide positive relationships with all students (get down to their level) Attend school functions to support students Encourage student risk taking within the curriculum Provide lunchtime extra-curricular activities / clubs e.g. aerobics & dance, chess, sports, social skills etc. Use a common language around expectations using the school values Encourage leadership opportunities with students Seek to build relationships with support services to assist students Support students through the Camp program Support students through Mentor / Buddy programs Support students in leadership roles across the school Support students through school events e.g. Musical, U8's Day Provide lessons that are motivating and engaging – built in rewards – extrinsic and intrinsic 	<p>Positive Behaviours: What will I do to establish classroom rules and procedures and support students through activities & events</p> <ul style="list-style-type: none"> Use the school values to establish classroom routines and rules Organise classrooms to promote a safe, supportive and positive learning environment Record behaviour concerns, and positive behaviour, on OneSchool for efficient record keeping Whole class / Year level conversations with students about what they think they know and how they can improve considering 3 school rules, YCDI Implement Responsible Behaviour Plan for Students, classroom behaviour plans and positive reward charts Engage student support services when necessary e.g. Chaplain, SNAC Support and promote positive behaviour programs Develop Individual Support Plans for identified students Nominate suitable students for recognition of positive behaviour Recognise that behaviour/social skills needs to be explicitly taught using YCDI program
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