Kedron State School Pedagogical Framework 2020
Connecting every learner, every day in every way for success

Intended Curriculum

- What do our students already know?
- What do they need to learn?
- How do we teach this?
- How will students demonstrate their learning?
- Where to next?

1 Implement the mandated curriculum
- Australian Curriculum (English, Mathematics, Science, History, Geography, Civics and Citizenship)
- Queensland Curriculum and Assessment Framework (The Arts, HPE, Technology and Languages)

2 Plan sequenced, aligned and intended curriculum
- Kedron State School 2016 Whole School Curriculum and Assessment Framework demonstrates comprehensive scope and development of curriculum delivery
- The Kedron State School Year Level and Unit Planning Process
- Kedron State School Agreement

Delivered through balanced classroom programs
- Additional resources – Numeracy
- Curriculum into the Classroom resources (CIC)
- Early Year Curriculum Guidelines linked to the Queensland Kindergarten Learning Guidelines
- Enrichment and Learning Committee (SWEL)

3 Continually refine classroom planning
- Year level planning and collaboration
- Kedron State School Australian Curriculum Assessment and Monitoring Proforma
- Kedron State School Class Differentiation Process and Placemat
- Student Wellbeing, Enrichment and Learning Committee (SWEL)
- Professional Learning Networks
- Regular teacher observation of classroom delivery

4 Student centred planning
- Differentiated assessment – opportunities for students to demonstrate what they know and can do
- Front end analysis of student achievement led by leadership team to plan the next steps in whole school teaching and learning
- Reflection and peer planning of specific whole class, small group and individual student needs

5 Computer
- Unambiguous assessment criteria

Evidential we see:
- Detailed Learning Area Planning Proformas
- Student Profiles
- Focused Year Level Meetings
- A common understanding of the alignment between planning, teaching, assessment and reporting
- Assesment and Monitoring Practices

Teaching Learning

- Priories and Principles
- How will we know how well our students have learned?
- Where to next?

1 Select effective teaching strategies

Balanced use of teaching strategies:

DIRECT TEACHING
- Explicit instruction
- Instruction guided by high Impact Teaching

INTERACTIVE TEACHING
- Explicit teaching, intensive teaching
- Instruction guided by high Impact Teaching

EXPERIENTIAL TEACHING
- High Impact learning
- Instruction guided by high Impact Teaching

Making Judgements and using standards
- Teachers understand and use the Australian Curriculum Assessment and Reporting
- Where to next?

Quality Feedback Practices
- What do our students already know?
- What do they need to learn?
- How do we teach this?
- How will students demonstrate their learning?
- Where to next?

1 Feeding back
- Employ Lyn Sharrat’s 5 Question approach across school to sharpen the focus on teaching and achievement against learning outcomes – What are you teaching? How are you doing? How do you know? How do you improve? Where do you go for help?

Teacher student conferencing
- Parent Teacher Interviews and formal reporting
- Student data linked to Teacher Developing

2 Effective Feedback
- Performance Conferences
- Pre-testing and post-testing

Classroom activities and assessment designed to gather evidence about learning
- Desproximate student data to ensure a shared approach to student learning including professional problem solving and coaching

Evidence we see:
- High Quality teaching
- Quality Feedback Practices

Evidence we see:
- Student data to plan next steps
- Student performance from students
- Teacher agreement to achieve consistent
- Build the capacity for individual and peer collaborative to use standards, evidence and process drama
- OneSchool Data Charter to provide the roadmap for consistency of judgements and that student based practices informs the next steps in teaching and learning

Evidence we see:
- Shared Student Goal Setting
- Regular input of student learning on OneSchool board
- Performance Conversations
- Regular feedback students
- Team based on evidence
- Performance from students and colleagues to prioritise a culture of learning
- Use of data and feedback to inform appropriate individual and group differentiation
- Engage in self reflection and peer feedback
- Use of student data to provide evidence based feedback about the quality of teaching
- Seek quality feedback on teaching performance from students and colleagues
- Data to close the gap between where students are and where they need to be

Evidence we see:
- Focused reflection between all stakeholders
- Students engaging in self and peer feedback
- Students reaching level of achievement in each subject – timely feedback aligned with individual goals
- Teachers using student data to plan next steps in professional learning and capacity building
- Reporting reflects the language of the Australian Curriculum Achievement Standards in line with the KSS Reporting Guidelines
### Intended Curriculum

- **Every student succeeding**
- **State Schools Strategy 2019–2023**

- **P-12 curriculum, assessment and reporting framework**

- **Australian Curriculum**

- **Queensland Curriculum**

- **Curriculum into the Classroom Resources**

- **Early Years Curriculum Guidelines**

- **Queensland Kindergarten and Learning Guideline**

- **Education Queensland P-10 Literacy Continuum**

- **Kedron State School 2016 Whole School Curriculum and Assessment Framework**

- **Kedron State school Agreed Practices**
  - The Teaching of Reading
  - The Teaching of Writing
  - The Teaching of Spelling
  - The Teaching of Number

- **Kedron State School Australian Curriculum Learning Area Planning Perfora**

- **Kedron State School Data Charter**

### Assessment and Monitoring Practices

- **Kedron State School 2016 Internal Assessment and Monitoring Schedule**

- **QCAA Literacy and Numeracy Indicators**

- **QCAA Standards Elaborations**

- **Kedron State School NAPLAN Strategy**

- **Evidence Hub**
  - [Link](https://learningplace.eq.edu.au/cx/resources/file/85109497-c7b1-d39-b68-b610667f8f67/index.html)

### Teaching and Learning Priorities and Practices

- **High Impact Teaching**

- **Kedron State School Differentiation Framework**

- **Kedron State School Differentiation Racemant**

- **QCAA Standards Elaborations**

- **Kedron State School Early Years Premise**

- **Kedron State School Balanced English and Maths Program Rationale**

### Making Judgements and using standards

- **Australian Curriculum Achievement Standards**

- **QCAA Standards Elaborations**

- **Kedron State School Data Charter**

- **Kedron State School Student Goal Setting**

- **OneSchool Dashboard**

### Quality Feedback Practices

- **Kedron State School Developing Performance Plans**

- **Kedron State School P-6 Reporting Guidelines**

- **Lyn Sharratt – Putting Faces on the Data**