ARUNDEL STATE SCHOOL PEDAGOGICAL FRAMEWORK

SOARING TO GREATER HEIGHTS

Successful, challenged, independent, engaged, high-thinking students

Curriculum Intent

‘What do our students need to learn?’

Planning considerations:
- Alignment with the Australian Curriculum (C2C)
- Essential Learnings
- Early Years Learning Guidelines
- Scope and Sequence of Learning
- Alignment with Whole School Curriculum Framework
- Pre-data gathering to determine entry levels of knowledge, understandings and skills
- Shared understanding of the assessment task/s and the demands of the assessment task/s
- ‘Need to Know’ curriculum vs ‘Nice to Know’ curriculum

Implementation:
- Year Level Team planning
- Individual Class planning
- Unit plans
- Differentiated instruction based on the needs of our students
- Shared review of curriculum implementation
- Post-data gathering of effectiveness in curriculum implementation
- Embedding of general capabilities and cross curriculum priorities
- Embedding of ICTs

Evidence

A shared understanding of the alignment between what is planned, what is taught, what is assessed and what is reported

Focused teaching teams

Teaching and assessment clearly defined (WALT, WILF, TIB)

Students’ learning needs catered for through differentiated instruction and assessment

Feedback given to students and parents as they progress through their learning journey

Students’ knowledge of their achievement levels

Assessment

What have my students learnt and how well have they learnt it?

Planning considerations:
- Standardised school assessments
- Shared understanding of the assessment task/s and the demands of the assessment task/s
- Assessment aligned to curriculum
- Assessment aligned to higher-order thinking
- Assessment is fair and equitable to all students
- Pre-data gathering to determine entry levels of knowledge, understanding and skills
- Differentiated assessment (product) maintaining curriculum intent
- Assessment is used to inform teaching – ‘as’, ‘for’ and ‘of’ (summative and formative assessment)

Implementation:
- Backward mapping of curriculum from assessment
- Modification of unit plans
- Schedule of assessment and teaching
- Shared criteria driven assessment
- Evidence-based decision making
- Moderation processes to ensure quality assessment
- Post-data gathering to determine effectiveness of curriculum delivery
- Reporting to parents twice yearly

Feedback

Where are our students now and where do they aim to be?

Planning considerations:
- Pre-data gathering to inform students of their entry levels of knowledge, understandings and skills
- The type of feedback required to improve student learning – peer, teacher and self
- The classroom activities and assessment tasks designed to gather evidence

Implementation:
- Feedback is productive - ongoing, timely, instructive and purposeful
- Initial feedback given: What does the student need to do and be able to do? – Goal setting
- Ongoing feedback: How is the student going? & Where does the student need to go next?

Making judgements

How do I evaluate the quality of students’ performance and their depth of learning?

Planning considerations:
- Shared understanding of the assessment task/s and the demands of the assessment task/s
- Understanding the standards identified to inform the quality of student performance
- Develop clear expectations about quality performances
- Determine review times of assessment task/s
- School-based standardised assessment

Implementation:
- Provide clear, specific criteria to the students relevant to the task
- Be clear and transparent with students on how they will be judged
- Explain standards descriptors to students and provide exemplars
- Moderation processes to ensure quality assessment
- Professional conversations during moderation processes focusing on standards rather than student
- Informing students of progress
- Informing parents of student progress
- Standardised assessments entered into OneSchool

Sequencing teaching and learning

What do my students already know and what do they need to learn next?

Planning considerations:
- Backward mapping of assessment task/s to determine curriculum needs
- Pre-data gathering of student learning
- Scope and sequence of curriculum – prior and future knowledge, understanding and skills
- Varied learning styles of students
- Differentiated learning needs and interests of students

Implementation:
- Teaching strategies to include Direct instruction, Indirect instruction, Interactive Instruction and Experiential instruction
- Teaching expectations and direction clearly defined (WALT, WILF, TIB)
- Provide multiple pathways for learning
- Matching resources and strategies to students
- Embedded Multiple Intelligences and Bloom’s Taxonomy of higher order thinking in teaching strategies
- Movement of students to more sophisticated and in-depth knowledge. concreets and skills