Pioneer State High School Pedagogical Framework – 2021 Update

Unit Planning Process

Align to ACARA

- Implement Australian Curriculum V8.0 and new Senior Syllabuses
- Use the Achievement Standard to identify the "C" descriptors on the Guide to Making Judgement (GTMJ)
- Identify the Content Descriptors that relate directly to the assessment task and are evident in the GTMJ
- Define expectations for D, B and A levels of achievement

Know/Do Table

- KNOW = knowledge that needs to be committed to memory
- DO = skills and literacies used to demonstrate the KNOW
- Differentiation decisions are made to enable all students to participate successfully.
- Use the Know/Do table to develop assessment <u>before</u> planning the unit - know where you're going and why

Lesson Sequence Development

- The Know/Do table sequences the learning
- Use the Know/Do table to identify one or two A- and C-level cognitive verbs that need to be taught explicitly. Use Pat Hipwell's "Blue Book"
- Consider a range of "High Impact Teaching Strategies" to deliver the scope of the Know and Do

Every student succeeding

- Develop A- and C-level annotated exemplars that give clarity on genre, sentence starters and connecting ideas/words
- Use C-level Know and Do components to develop a mid-term diagnostic assessment. This *assessment <u>for</u> learning* needs to identify students that haven't yet acquired the C-level knowledge and skills, and so need more support. Use the allocated Flexi-learning collaboration time to develop support plans for these students.

Purposeful Classroom Display

- *These resources can become part of your **'Help Desk'**:*
  - Student-friendly Know/Do charts
  - Assessment task summary and GTMJ
  - Annotated A and C exemplars
  - Word Walls that include topic and task-specific vocabulary linked to the assessment

References:

Unit Planning Process, developed by Paul Sumpter and Julie Chisholm, PEAACs 2017

Dimensions of Teaching and Learning, Dept. of Education and Training, Queensland, March 2013

High Impact Teaching Strategies, Dept of Education and Training, Victoria, June 2017

How to write what you want to say, Pat Hipwell, 2012

Guidance for Teachers: Strategies that check for understanding, QCAA, 2018

Bondie, R and Zusho A (2018) *Differentiated Instruction Made Practical: Engaging the Extremes through Classroom Routines*, Routledge.

High Impact Teaching Strategies at Pioneer State High School

1. Setting Goals

Lessons have clear learning intentions with goals that clarify what success looks like.

Effect Sizes	Our Practices
• Goals: 0.56 • Teacher clarity: 0.75	Align to ACARA Learning Goals Know/Do Tables *Quality Criteria (HLPs)*

2. Structuring Lessons

A lesson structure maps teaching and learning that occurs in class.

Effect Sizes	Our Practices
• Scaffolding: 0.53 • Formative evaluation: 0.68 • Teacher clarity: 0.75	Explicit Instruction WCRA ESCM *OSCAR (HLPs)* *Reading/Writing/ Speaking Routines*

3. Explicit Teaching

When teachers adopt explicit teaching practices they clearly show students what to do and how to do it.

Effect Sizes	Our Practices
• Worked examples: 0.57 • Spaced practice: 0.60 • Direct instruction: 0.59	Explicit Instruction WCRA ESCM *Adjusted Instruction (HLPs)*

4. Worked Examples

A worked example demonstrates the steps required to complete a task or solve a problem.

Effect Sizes	Our Practices
• Worked examples: 0.57 • Spaced practice: 0.60	Annotated A and C level exemplars Cognitive Verb lessons

5. Collaborative Learning

Collaborative learning occurs when students work in small groups

Effect Sizes	Our Practices
• Worked examples: 0.57 • Spaced practice: 0.60 • Direct instruction: 0.59	Group work Inquiry-based learning, eg I2S2, BEX, HPV Cars and Stars *Reading/Writing/ Speaking Routines*

6. Multiple Exposures

Multiple exposures provide students with multiple opportunities to encounter, engage with, and elaborate on new knowledge and skills.

Effect Sizes	Our Practices
• Time on task: 0.62 • Spaced practice: 0.60 • Feedback: 0.73	Cognitive Verb lessons Cars and Stars Mid-term diagnostic assessment

7. Questioning

Questioning opens up opportunities for students to discuss, argue, and express opinions and alternative points of view.

Effect Sizes	Our Practices
• Questioning: 0.46	*HLPs Routines, eg "Domino Discovery" (HLPs)*

8. Feedback

Feedback redirects or refocuses teacher and student actions so the student can align effort and activity with a clear outcome that leads to achieving a learning goal.

Effect Sizes	Our Practices
• Feedback: 0.73	Mid-term diagnostic assessment Exit slips *Reading/Writing/ Speaking Routines*

9. Metacognitive Strategies

Metacognitive strategies teach students to think about their own thinking and become more aware of the learning process so they can gain control of their own learning.

Effect Sizes	Our Practices
• Teaching problem solving: 0.63 • Study skills: 0.60 • Concept mapping: 0.64	*The Spacing Effect*

10. Differentiation

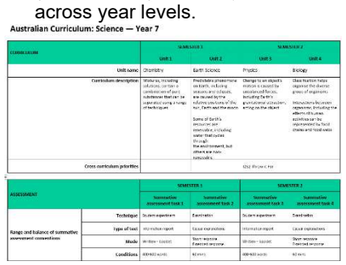
Differentiated teaching extends the knowledge and skills of every student, regardless of their starting point.

Effect Sizes	Our Practices
• RTI: 1.07 • Second and third chance programs: 0.5	Mid-term diagnostic assessment Cars and Stars Differentiation Planner *Adjusted Instruction (HLPs)*

Assessment and Feedback

Subject Band Plans

- Band Plans outline when specific achievement standards are assessed, assessment technique, genre, mode and conditions
- This allows for the monitoring of the range and balance of assessment genres throughout the year, and across year levels.



Plan and use assessment <u>for</u> and <u>as</u> learning

- Use diagnostic assessment to know where each student is at and what needs to come next for their learning.
- Develop students' capacity to monitor learning via classroom displays, and use feedback from diagnostic assessment to improve their work.