# Pedagogical Framework Version 1.0

This pedagogical framework has been collaboratively developed with the school community to ensure 'high quality teaching focused on the achievement of *every* student'. [1]

1. United in our pursuit of excellence: Agenda for improvement 2012 - 2016

This framework acknowledges the impact of quality teaching and the evidence that research-based pedagogy – implemented with consistency across a school setting and supported by instructional leadership – improves student performance and develops successful learners.

This research-validated framework:

1. describes the school values and beliefs about teaching and learning that respond to the local context and the levels of student achievement,

2. outlines processes for professional learning and instructional leadership to support consistent whole-school pedagogical practices to monitor and increase the sustained impact of those practices on *every* student's achievement,

3. details procedures, practices and strategies – for teaching, differentiating, monitoring, assessing, moderating – that reflect school values and support student improvement,

4. reflects the following **six core systemic principles**:
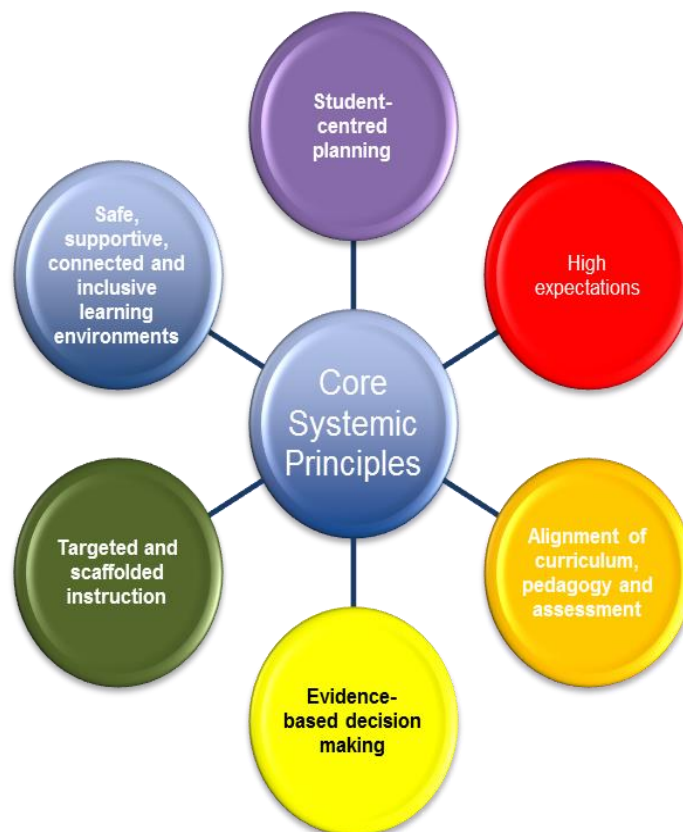
Principle 1: Student-centred planning

All planning is based on our agreed and embedded school values built around **PRIDE**:

- Participation
- Relationships
- Integrity
- Diligence
- Enthusiasm,

and our belief that *every* child can learn, *every* child can be literate, *every* child can be numerate, and that *every* child can achieve academic, social, emotional, physical and cultural growth, and that this can occur in *every* classroom and learning situation *every* lesson of *every* day.

Planning for student learning is based on the following *agreed* data sets and knowledge of students and their prior learning and attributes:

- NAPLAN,
- End-Semester Report results for achievement, effort and behaviour, and GPA,
- PAT-M and PAT- R data,
- OneSchool Class Dashboard,
- Closing the Gap (CTG) data.
- transition from primary school, or previous school, data,
- 'passport' information,
- anecdotal notes from parents/teachers.

This data and knowledge is used to tailor learning resources for support and extension subjects, and intervention strategies, and direct resources for teacher and teacher aide support.

Our school's policies and expectations for school-wide frequent monitoring and diagnostic assessment of student work and outcomes are a priority for revision within our 2014 Annual Implementation Plan (AIP).

Existing diagnostic assessment and monitoring occurs within our learning support programs through the use of:
- meta linguistics, informal prose, and Sonic learning reading test

Assessment also occurs as our HOD for Effective, Learning and Teaching, our HOD for English as an Additional Language or Dialect (EAL/D), and our Head of Special Education Services (HOSES) visit schools, analyse Year 7 data and suggest class groupings.

This assessment informs differentiation for student pathways for:
- assessment support,
- short courses in literacy and numeracy,
- Level 3 Learning Difficulty classes,
- Certificate I &II in Vocational Skills.

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Principle 2: High expectations

Our school guarantees provision of comprehensive and challenging learning goals through:

- our school vision, to *Engage, Achieve, Excel*,
- implementation of the Australian Curriculum in English, Mathematics, Science, History and Geography in Years 8, 9 and 10,
- responding to NAPLAN and Dashboard data and student feedback,
- setting individual learning goals based on each student's past achievements data,
- planning which responds to whole-school historical data and trends,
- accredited Work Programs,
- tailored reporting comments,
- letters to parents/caregivers reinforcing assessment expectations, for example, non-submission of draft and final assignment copy,
- continuous improvement within vocational education and training (VET) – Competency Completion Data and Learner Engagement Surveys.

All staff demonstrate school-wide deep learning through:

- embedding all dimensions of the Dimensions of Learning (DoL) framework within their planning and teaching, with specific focus on
  - Dimension 2, acquiring and integrating knowledge,
  - Dimension 3, extending and refining knowledge, and
  - Dimension 4, using knowledge meaningfully.
- embedding elements of Archer and Hughes' Explicit Instruction (EI) framework within their planning and teaching, with specific focus on Elements 9 and 15.

Our school's agreed procedures for ongoing induction, coaching, mentoring and support in teaching and learning for *all* staff are:

- our beginning teacher and new staff induction program,
- our coaching/mentoring in DOL and EI for all teaching staff,
- faculty meetings and cross marking, and auditing of assessment tasks,
- aligned professional development initiatives,
- Performance Development Plans within the Developing Performance Framework.

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Principle 3: Alignment of curriculum, pedagogy and assessment

- DOL and EI pedagogical frameworks are embedded in faculty planning,
- as part of the school Literacy Plan, faculties use the Assessment First process to ensure the alignment of curriculum, pedagogy and assessment,
- common assessment tasks are used in faculties to ensure alignment and consistency,
- all assessment is published with explicit criteria and standards,
- teachers are required to discuss with students the task requirements and standards for criteria in assessment work,
- exemplars are used to demonstrate standards to students,
- scaffolding is utilised to prepare students for assessment,
- faculties utilise unstructured and structured cross marking processes to ensure consistency of judgment,
- explicit teaching lesson structure is being implemented across the school to ensure the consistent of lesson design and delivery.
- processes for monitoring and data collection are being developed within faculties but needs to be systemic.

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Principle 4: Evidence-based decision making

Teaching and learning is informed by the student performance data outlined earlier in Principle 1 and, in addition:

Quantitatively
- International Competitions and Assessments for Schools (ICAS) achievements,
- Australian Council of Educational Research (ACER) higher achievement for Accelerated Academic Academy (AAA)student profiles,
- QSA Moderation written feedback,
- VET achievement,
- Queensland Certificate of Education (QCE) and Overall Position (OP) annual Year 12 data,
- attendance data and trends.

Qualitatively
- anecdotal records,
- confidential reports,
- observation of lessons (by Principal, Deputy Principal, HOD, peer),
- reflection on recorded lessons,
- drafting,
- Homework Centre attendance.

Both:
- screening tests,
- profile codes (ratings),
- Special Education Unit (SEU) Guidance Officer assessments,
- short course data,
- Individual Learning Plans (ILPs), and Personalised Learning Plans (PLPs),
- behaviour incidents

Teaching and learning is informed by the following validated research:

- Marsano's DoL framework,
- Archer and Hughes' Explicit Instruction framework,
- ACER publications,
- John Hattie's Visible Learning,
- universities,
- peak professional organisations, for example, QSPA and QASSP,
- DETE's 'Better Behaviour, Better Learning'
- School-wide Positive Behaviour Support (SWPBS).

Evidence for the use of this data and research-validated practice appears in:

- work programs,
- year planning, unit planning, assessment planning, and lesson planning,
- whole-school professional development,
- faculty meetings and professional development, school wide PD,
- individual Performance Development Plans (PDPs),
- individual student learning goals,

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- subject offerings and selection,
- differentiation,
- resource allocation (human, financial and physical),
- cross-marking, and moderation.

Our school's policies and practices to provide quality evidence of the sustained impact of our whole-school agreed teaching methods are a priority for development and inclusion within our 2014 Annual Implementation Plan (AIP).

Our school's agreed feedback practices for staff, parents and students are:

- parent-teacher interviews,
- non-submission letters,
- social networking and media,
- SMS,
- Hawk A&I table,
- P&C,
- Staff Handbook,
- Prospectus,
- ILPs,
- Mid- and End-Semester Reporting,
- learning support feedback,
- student profiles,
- AAA student interviews,
- drafting,
- annual School Opinion Survey (SOS),
- Year 11 and 12 academic progress interviews.

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Principle 5: Targeted and scaffolded instruction

At Harristown State High School, a universal lesson structure forms the basis of instruction. The structure allows teachers to apply pedagogical strategies in such a way that students become familiar with learning intent, outcomes and assessment content, delivery and strategies. The lesson structure is as follows:

- **HSHS Lesson Structure:**
  - **Introduction**
    - Focus Activity
    - Front Load – outline learning intent – the 'what' and the 'why'
  - **Body**
    - Explicit Explanation
    - Modelling
    - Guided Practice
    - Independent Practice
  - **Conclusion Activity**
    - Reflection
    - Summary
    - Looking forward

The purpose of implementing this lesson structure across all classrooms is so students are consistently informed of the curriculum intent for each of their lessons using targeted, universal language. This 'scaffold' allows students to become familiar with what to expect in classrooms, understand the purpose of their lessons, to be aware of the direction and teaching/learning process that they will be engaged in, to make explicit links to assessable elements and in turn positively influence their attitudes toward what to expect across the school, regardless of the subject or the teacher.

Within the lesson structure, teachers are able to call upon two separate but interlinked, research-based pedagogical frameworks to target their instruction to maximise student learning and engagement. These frameworks are:

- **Dimensions of Learning**
  - 5 dimensions
  - 3 knowledge dimensions
    - Processes within each to allow teachers the tools to implement strategies to deliver knowledge effectively

- **Explicit Instruction**
  - Sixteen of elements which encourage teachers to use a range of structures and strategies in their delivery

The pedagogical tools within these frameworks support student engagement by utilising research based strategies to allow students the best chance for success. When students regularly make use of these strategies, such as specific graphic organisers for certain learning objectives, it empowers their ability to understand what is being asked of them in their learning and builds a range of tools that they can call upon, regardless of the content or subject area. This aids all students in their pursuit to become increasingly independent and critical thinkers.

When students are aware of the purpose of their learning through the strategies and structures outlined above, and have ready access to technology, their engagement is further increased as they can further personalise and take ownership of their own learning as well as gaining a new range of relevant skills for the world in which they live. Some of the technologies which students at HSHS have access to include:

- Network access to content
- Digital delivery of learning
- EdStudios
- Making use of digital Flip Learning
- Mathletics
- Sonic
- Online access to course information including resources and assessment
- Email access
- Digital technology for learning experiences as well as creation and submission of assessment

The incorporation of these ICTs into the curriculum is a priority for all learning areas and the access that students have to these technologies is always increasing.

Differentiation and scaffolding based on individual needs is taking place around the school including through modification of learning activities as well as assessment tasks. The lesson structures inherent in classrooms, as mentioned above, promote this differentiation as teachers are provided with opportunities to provide more assistance to those students who need it (such as during guided practice and even more so during independent practice). These structures also allow teachers to adequately plan learning experiences based on student needs according to not only anecdotal experiences in the classroom but also the range of data that they have on hand to inform them about student needs. This data includes information relating to background, absences, effort, behaviour, progress and achievement (including specific subject information as well as standardised testing results such as NAPLAN and PAT-M and PAT-R testing).

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Principle 6: Safe, supportive, connected and inclusive learning environments

A safe, supportive, connected and inclusive learning environment is provided through:

- a consistent whole school approach to classroom and whole school pedagogy and behaviour management.
- our Responsible Behaviour Plan, which gives
  - students a clear guideline for their rights and responsibilities,
  - an awareness that student behaviour reflects on the school and wider community,
  - knowledge that good behaviour is recognised and celebrated, and that
  - students are rewarded for modelling and practising a high level of engagement, achievement and excellence.
- a four mini-school structure to provide a more personalised approach as well as students having a sense of belonging , being treated as individuals, and belonging to the greater school community.
- emphasis on the explicit teaching and promotion of our school values expressed in PRIDE for all school community.
- the range of programs available at Harristown SHS to support a diverse school community, for example:
  - Homework Centre,
  - EAL/D Intensive Centre ,
  - Special Education Unit and Program,
  - Learning support,
  - Sports Specialisation opportunities,
  - the Accelerated Academic Academy,
  - the Industrial Skills Academy,
  - Senior schooling and VET programs offered,
  - The Arts & Music performance opportunities,
  - The Annex and Adolescent Mental Health Unit (AMHU)Service,
  - Student Learning and Wellbeing teams,
  - Guidance Officer, Community Education Counsellor, School Chaplain.
- using digital technologies responsibly and ethically, through agreements signed on enrolment, and the
- student laptop program inclusive and affordable for all.

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