1. KEY QUESTION FOR TEACHERS:
How will the curriculum be taught to maximise learning for all students at Alligator Creek State School?

The Pedagogical Framework sets out what is expected of teachers at this school and provides an outline of how teachers are to respond to this key question. This framework is supported by other school documents that elaborate on the intent of this Framework. Our school plans and policies are aligned to Every Student Succeeding: State Schools Strategy 2016-2019.

Our vision

Our purpose
Preparing Queenslanders with the knowledge, skills and confidence to participate effectively in the community and the economy.

Every Student Succeeding

School values and beliefs about teaching and learning respond to the local context and the levels of student achievement.

Processes for professional learning and instructional leadership support consistent whole-school pedagogical practices, monitor and increase the sustained impact of practices on every student’s achievement.

Procedures, practices and strategies for teaching, differentiating, monitoring, assessing – reflect school values and support student improvement.

4. THE DIMENSIONS OF TEACHING AND LEARNING (DOTL)

The Pedagogical Framework operates within the broader construct of the Dimensions of Teaching and Learning (DOTL) which form the basis of teachers’ professional practice at Alligator Creek State School. The Pedagogical Framework equates to “Sequencing teaching and learning” in the DOTL model and elaborates expected practice at this school. Each dimension links to and supports the others. There is no fixed starting point.

- Students lie at the heart of the Dimensions of Teaching and Learning.
- In designing any learning, we seek to understand the readiness of all learners and set challenging but achievable learning goals.

5. BALANCE IN WHOLE-SCHOOL PLANS

Whole-school plans have been developed to provide coherent and consistent practice across all year levels and detail strategies and approaches that all teachers are expected to follow.

School plans and programs emphasise a balanced approach to learning and teaching. This process expects a balance of the following teaching aspects across a teaching week:

- guided
- independent

6. PLANNING: SEQUENCING TEACHING & LEARNING

- aligns with the mandated curriculum (School Curriculum Plan – the Curriculum Intent – DOTL and school programs). This determines the WHAT is to be taught.
- sequencing teaching learning (from the DOTL model) HOW the class program (the ‘what’) is to be taught. This is a direct expression of our school’s Pedagogical Framework which considers:
  - how students learn best
  - differentiating and personalizing learning
  - starting where the students are at by building upon the each student’s present understanding and knowledge
  - using high-yielding, evidence-based teaching methods

7. HIGH EFFECT SIZE / BEST ‘FIT’ FOR LEARNING:

Using a variety of high-yielding, evidenced-based teaching strategies. Choosing how to teach the what - the best strategies for the best learning.

8. VISIBLE LEARNING

A learning routine needs to include:

- Topic/Learning intent
- Success Criteria
- Modelled
- Guided
- Independent
- Feedback (To Success Criteria)

Creating the conditions for visible learning is an effective and powerful pedagogy:

- Teachers are accountable for learning and know the next steps for learning for every child
- Instruction is visible
- Moving student knowledge form short term to long term memory through Rapid Recall Routines
- Effective relationships between students and teachers

9. BUILDING TEACHER CAPACITY THROUGH PROFESSIONAL LEARNING

Quality teaching is critical to improving student performance. Building the capacity of teachers is therefore critical to implement our Pedagogical Framework effectively. Building teacher capacity is achieved through first-rate professional learning experiences and opportunities so that we have an expert teaching team, systematic curriculum delivery, differentiated classroom learning and effective teaching practices.

Opportunities for professional learning include:

- self-reflection of recorded teaching practice
- coaching and feedback
- collegial visits to other classrooms (Watching Others Work) and schools for a specific purpose linked with school priorities
- Active participation in professional learning and planned professional development sessions
- Collaborative planning and moderation of student assessment
- Professional reading
- Sharing of effective practice
- Performance Development planning
- Induction Plans (various positions)

2. THE DRIVERS – THE CONTEXT IN WHICH THIS FRAMEWORK OPERATES:

EQ VISION: Working together to ensure that every classroom, every student is learning and achieving.

SCHOOL VISION: Learning for life – Every Student, Every Classroom, Every Day

Explicit Improvement Agenda Priorities

1. Systematic Curriculum P-6
2. Visible High Effect Size teaching and learning

3. VALUES WHICH GUIDE OUR PEDAGOGICAL PRACTICE

EVIDENCE-BASED DECISION MAKING: We believe that all members of staff share accountability for student achievement. We use data and evidence to inform decisions, interventions and initiatives to improve student achievement. Regular and timely feedback to students enhances their learning progress.

ALIGNMENT OF CURRICULUM, PEDAGOGY AND ASSESSMENT: We believe that an explicit, coherent, sequenced plan for delivery from Prep to Year 6 is essential. Assessment and reporting procedures are aligned for high performance.

TARGETED AND SUPPORTED INSTRUCTION: We believe that when student learning is scaffolded and differentiated, we are catering for all students. Learning experiences should be designed to integrate the many ways that students learn and that this leads to successful learning.

A commitment to ongoing professional learning that deepens and broadens teacher expertise is critical to making a difference to the learning and achievement of students.

STUDENT-CENTRED PLANNING: We believe that children learn their best when they are intrinsically motivated and that our core business is teaching and learning.

HIGH EXPECTATIONS: We believe that promoting high expectations results in students working to and achieving their potential, thereby developing capable, enthusiastic, high-functioning students.

SAFE, SUPPORTIVE, CONNECTED AND INCLUSIVE LEARNING ENVIRONMENTS: A safe, well-ordered environment that builds upon mutually respectful relationships, promoting the well-being of each individual, provides the necessary conditions for students to become confident, resilient, successful risk-takers.