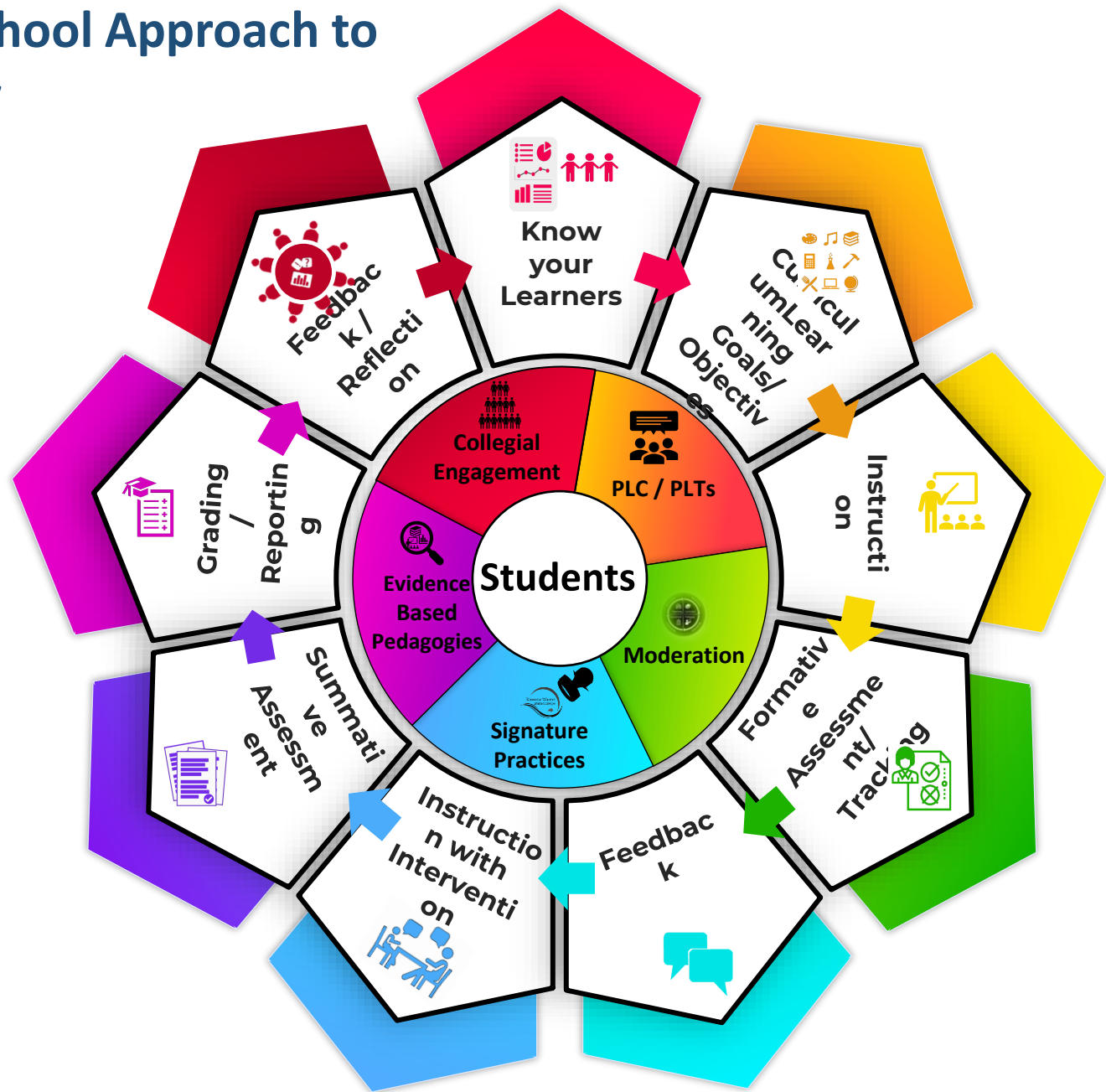Kawana Waters State College Whole School Approach to Pedagogy

Know your Learners

Analyse the data in order to get to Know your Learners.
Use the data to:

- Identify and prevent possible barriers to learning.
- Identify pedagogies specific to the Learners in your classroom. (Learning needs, positive behaviour, Social and emotional, Student interests, Pacing).
- Identify focus areas and set clear goals for improvements in student learning. (increasing A-C% (see AIP) or moving D→C or B→A etc.).
- Decide what evidence will guide/inform your decision making and measure your impact. (Informal feedback, Formal feedback (formative and summative)).

Data Sources:
TrackEd ClassMats, OneSchool, Class dashboard, NAPLAN,
Track Ed Reports, other sources might include student surveys, Case Managers

Data Types:
Assessment and reporting data including academic, effort and behaviour, Indigenous, Students in out of home care, EAL/D, DDA Disability, NCCD, ICP, Support Provisions, Personalised Learning, Perceptual data on learners (beliefs, values, attitudes)

Curriculum Learning Goals/Objectives

- Use Australian Curriculum and Senior Syllabus documents to identify Achievement standards, Learning Objectives and Cognitive verbs.
- Unpack Learning goals (Junior), Objectives & Subject matter (Senior).
- Use Line of Sight protocol to plan and develop teaching and assessment plans. (Year & Unit plans)
- Develop Formative Assessment (includes CFA) and Summative Assessment.
- Use Data Analysis from "Know your Learners" along with any Diagnostic / pre-testing to identify pedagogies most appropriate to the learners, curriculum and learning and pacing.
- Identify and seek out Professional Development or Collegial Engagement opportunities where necessary, that may be required to support improvement in student results (Learners, Curriculum or Learning).
- Develop a differentiated learning plan. (Teachers own Lesson plans)
- Moderation- Before
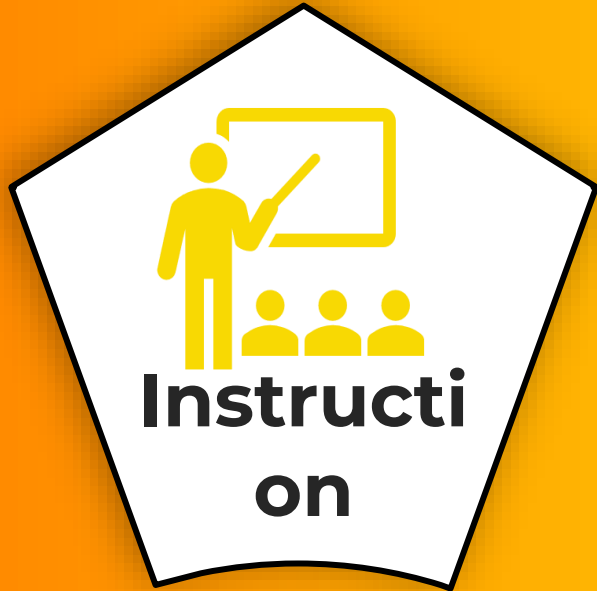
Instruction

- Create and maintain a safe and supportive learning environment as per College expectations.
- Employ the Essential Skills for Classroom Management.
- Follow the Standard Lesson Structure. (Establish and Engage phase, and Closing phase)
- Engage in Explicit Teaching using the Gradual Release Model with a balance in teaching and learning phases.
- Employ a range of differentiated evidenced based pedagogies, most appropriate to the Learners, Learning and Curriculum to deliver differentiated and explicit instruction.
- Employ ongoing informal formative assessment.
- Regular feedback takes place between: Student → Student, Student → Teacher, Teacher → Student, Student→ Parent, Teacher → Parent, Parent → Teacher.

Formative Assessment/ Tracking

- Monitor student progress.
- Implement Formal Formative Assessment (e.g. Common Formative Assessment (CFA)).
- Moderation – After 1

Feedback

Teacher → Teacher

Engage in PLTs (**Q3 & 4**) and use evidence (eg.CFA) to:

- Evaluate where students are at in the learning process.
- Identify groups or individuals who require more Focussed Teaching (Interventions).
- Evaluate focus areas and goals.
- Identify other areas for improvement/extension in student learning.
- Identify specific pedagogies and develop interventions to target key areas for improvement.
- Identify, seek out and access Professional development or Collegial Engagement opportunities where necessary that may be required to support improvement in student results (Learners, Curriculum or Learning).

Teacher → Student

- Provide regular feedback to students on their progress (Individualised, related to learning goal, clear, timely (before end of unit).
- Celebrate improvement/achievement.

Student → Teacher

- Learning Walk & Talk.
- Students use Lyn Sharratt's 5 Critical Questions to self-reflect on their learning and seek assistance (KWSC Signature Practice).

- Moderation – After 2

Instruction with Intervention

- Differentiated Instruction
- Enact specific pedagogies, adjustments and interventions (Focussed teaching) to target key areas for improvement/extension and students below or above level.
- Use formative assessment to monitor learning progress.
- Identify students who may need more intensive intervention. (Use Student Support Service Referral Processes to refer students.)

Summative Assessment

- Implement Summative Assessment.
- Implement reasonable adjustments to assessment conditions where necessary.
- Moderation – After 1

Reporting

- Feedback between Teacher → Student, Teacher → Parent, Student → Teacher, Parent → Teacher.
- Celebration and formal recognition
- Moderation – After 2

Feedback / Reflection

- Engage in PLTs.
- Identify and refer students who require more intensive support.
- Celebrate successes.
- Analyse, reflect and feedback using Summative Assessment, Formative Assessment, Reporting Data, Teaching Plans, interventions and any other collected evidence to determine pedagogical processes that were most and least effective and inform future teaching and learning.
  - ➢ How do we know what is working?
  - ➢ How will we use this evidence to inform next steps in teaching for continuous improvement in student engagement, learning and achievement?
- Identify future focus areas.
- Identify, seek out and access Professional development or Collegial Engagement opportunities where necessary that may be required to support improvement in future student results (Learners, Curriculum or Learning).
- Moderation - End

Collegial Engagement

Teachers are active participants of:
- A Professional Learning Community (P-12 PLC)
- Professional Learning Teams (PLTs)
- Moderation Cycles
- Reflective Practices
  - Instructional Rounds
  - Classroom Profiling
  - Coaching
  - Peer Observations
  - PDP Observations
 - T & L Health Checks

Teachers engage in:
- Feedback cycles (Staff, Student, Parent)
- Developing a Professional Development Plan (PDP)
- Learning Lounges
- Professional Conversations
- Identifying and accessing targeted Professional Development
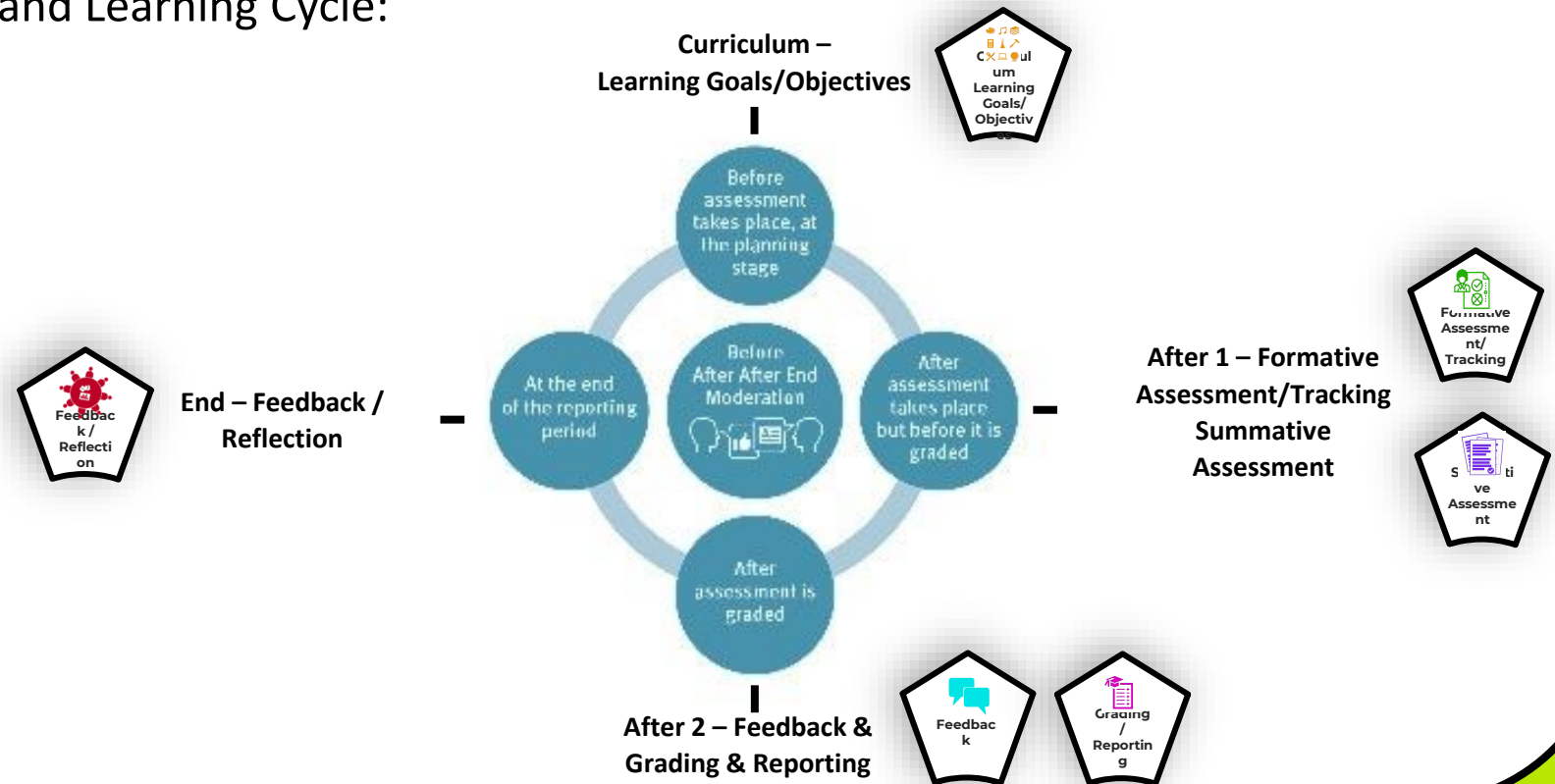- Learning Walk & Talk
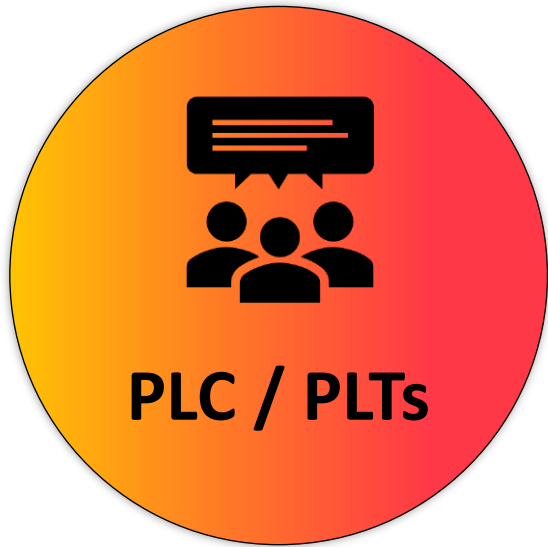
PLC / PLTs

KWSC is a Professional Learning Community (PLC) which consists of many Professional Learning Teams (PLTs). Teachers are active members of PLTs and use the questions below at various stages of the Teaching and Learning cycle.

PLC/PLTs Questions

Q1. Who are our students and how do they learn?

Q2. What do we want students to know and do? (Curriculum, Feedback/Reflection)

Q3. How will we know if students are learning? (Curriculum, Instruction, Formative Assessment /Tracking, Feedback, Feedback/Reflection)

Q4. How will we respond if students are not learning? (Feedback, Instruction with Intervention, Feedback/Reflection)

Q5. How will we enrich and extend the learning of students who are already proficient? (Feedback, Instruction with Intervention, Feedback/Reflection)

Q6. How will we increase our instructional competence?
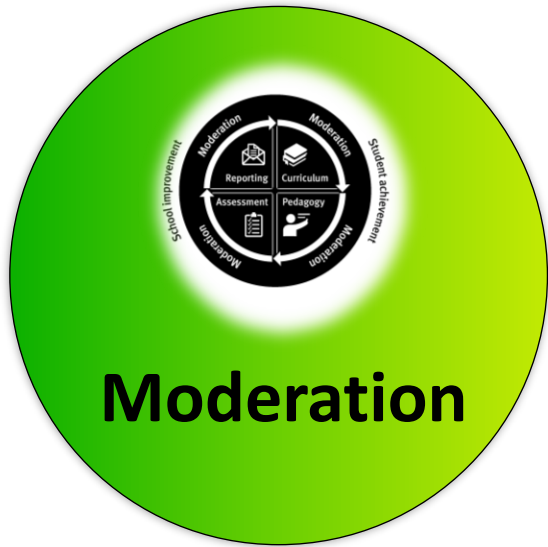
Moderation

KWSC uses the Before, After, After, End Model for Moderation to align curriculum, pedagogy, assessment and reporting; and to ensure consistent judgments and accurate reporting against the achievement standards. Moderation takes place in the follow stages of the Teaching and Learning Cycle:

Curriculum – Learning Goals/Objectives

End – Feedback / Reflection

After 1 – Formative Assessment/Tracking Summative Assessment

After 2 – Feedback & Grading & Reporting

Signature Practices

- KWSC Whole School Approach To Pedagogy
- KWSC Daily Lesson Structure
- Explicit teaching using the Gradual Release model
- Essential Skills for Classroom Management
- KWSC Norms for Student Ownership of Marking Guides
- Lyn Sharatt's 5 Critical Questions for Students/Learning Walks and Talks

Kawana Waters State College

Evidence Based Pedagogies

At KWSC the three principles that underpin our decisions about effective pedagogical practices are:

1. Pedagogy needs to reflect the disciplinary and inter-disciplinary nature of the **curriculum.**
2. Pedagogy recognises how learning occurs as a process based on evidence and the nature of **learning**.
3. Pedagogy needs to be appropriate to the **learner** and the context in which they are learning.

Monitoring or reviewing pedagogy is ongoing to ensure it is responsive to the **curriculum**, the **learning** and the **learners**. We use **data** to measure the impact of our pedagogy for continuous improvement.

- Essential Skills for Classroom Management.
- Pedagogical Practices for Learning. (Teaching and Learning Hub – DETE)
- The Science of Reading.
- The Learning Scientist – Spacing and Retrieval.
- Art and Science of Teaching.