KURWONGBAH STATE SCHOOL
Pedagogical Framework

At Kurwongbah State School we provide a positive, inclusive culture with conditions and environments that support deep learning outcomes for all students. We do this by building collective capacity and confidence with an emphasis on collaborative learning through the identification of effective high yield pedagogies that generate opportunities for deep learning and capability growth for our students.

CARING
HONESTY
RESPECT
RESILIENCE
EXCELLENCE

KURWONGBAH STATE SCHOOL'S CRITICAL SKILLS FOR THE FUTURE

Critical and Creative Thinking		Personal and Social Capability			Ethical understanding	Intercultural understanding
Critical Thinking	**Creativity**	**Character**	**Collaboration**	**Communication**	**Citizenship**	
• analytical thinking • problem-solving • decision-making • reasoning • reflecting and evaluating • intellectual flexibility	• innovation • initiative and enterprise • curiosity and imagination • creativity • generating and applying new ideas • identifying alternatives • seeing or making new links	• adaptability/flexibility • management (self, career, time, planning and organising) • character (resilience, mindfulness, growth mindset, self-awareness) • leadership	• relating to others (interacting with others) • recognising and using diverse perspectives • participating and contributing • community connections	• effective oral and written communication • using language, symbols and texts • communicating ideas effectively with diverse audiences	• citizenship • cultural awareness • ethical (and moral) understanding • digital citizenship (being safe, positive and responsible online)	
Leveraging Digital, Information, Communication Technology						
• Applying social and ethical protocols • Managing and operating ICT • Investigating with ICT • Creating with ICT • Communicating with ICT • Digital Citizenship (being safe, positive & responsible online)						

KEY FOCUS

Building Relationships and Establishing High Expectations	Growing our Professional Practice	Enacting Teaching, Learning and Assessment
At Kurwongbah, we believe that deep learning grows from establishing and maintaining productive, positive relationships and through establishing high expectations for all of our learners within a safe, supported, connected and inclusive learning environment.	*At Kurwongbah, we believe that teachers have the greatest impact on continual improvement of student learning. We inquire collaboratively in professional learning teams in order to improve our data literacy, grow our knowledge of evidence-based practices and reflect on our own professional learning.*	*At Kurwongbah, we implement teaching and assessment that are aligned to the Australian Curriculum. We use a variety of evidence-based practices to deliver learning that is student-centred and caters for student's strengths and individual differences. Content is targeted, scaffolded and differentiated.*

We achieve this by:

Building Relationships and Establishing High Expectations:

Building a climate and culture for learning anytime, anywhere with any learner.

Engagement (ASOT 23 - 31)
- Monitor student engagement and adjust accordingly
- Increasing response rate
- Using physical movement
- Maintaining a lively pace
- Demonstrating intensity and enthusiasm
- Presenting unusual information
- Use respectful debates
- Using academic games
- Providing opportunities for students
- Talk about themselves

Provide student choice to increase engagement and motivation (NPDL).
Create a learning environment that is interactive and student centred (NPDL).

Establishing Rules and Procedures (ASOT 33 - 37)
- Establishing rules and procedures
- Organising the physical layout of the classroom
- Demonstrating with-it-ness
- Acknowledging and adherence to rules and procedures

Forming and fostering relationships (ASOT 38 - 40)
- Using verbal and non-verbal behaviours that indicate affection for students
- Understand students background and interests
- Displaying objectivity and control
- Intentionally build collaborative work processes and social skills (NPDL: Environments)

Communicating high expectation (ASOT 41-43)
- Teachers clearly articulate high expectations for all students
- Demonstrating value and respect for reluctant learners
- Ask probing questions of reluctant learners

We achieve this by:

Teachers taking the role of activator of learning who take responsibility for their professional growth and their impact on student learning.

Inquiry Cycle – How we learn

Scan and assess - collect rich evidence about what's really happening for students' learning
- Knowledge of a range of learning theories and the impact on student learning
- Using summative data to identify issues, and diagnostic data to understand them
- Teachers linking evidence about learning with their teaching practice

Prioritise - where to focus our energies to change the experience and results for learners
- Using information from 'scan' stage to identify an area for concentrated team learning and action
- Collecting further information to ensure an accurate understanding
- Building on teacher strengths to gain clarity on challenges
- Using high yield strategies to improve student outcomes

Develop and plan - learn more about what to do and how to do it
- Responding to student engagement and developing connected learning experiences
- Understanding the benefits of new practices
- Sustained team learning that is developed over time

Act - do things differently; test new approaches
- Learn deeply about new ways of doing things – and then trying it out
- Informed by a deep understanding of why new practices are more effective than others
- Evaluating the impact on learners – and seeking their feedback
- Acknowledging vulnerability and building trust

Review – assess and evaluate the impact on students' learning
- Knowing what we want to accomplish, and having specific ways to determine how we are doing
- Having high expectations that our actions will make a substantial difference
- Sharing information on the impact of our actions – positive or negative

We achieve this by:

Enabling authentic and rich contexts for connecting, collaborating and learning locally and globally (NPDL) to build capability, skills and ownership of their learning and lives.

Implementing a range of **age-appropriate pedagogies** including:
- Inquiry
- Problem-based
- Event-based
- Project
- Explicit instruction
- Direct teaching/ instruction
- Play-based (P-2)

Providing and communicating learning goals (ASOT 1 - 3)
- Providing Guide to Making Judgements
- Tracking student progress
- Providing feedback on goals
- Celebrating success

Create clear learning goals and expectations in partnership with students (NPDL)
Engage students in cycles of self and peer feedback to promote metacognition (NPDL).

Implementing a range and balance of assessment (ASOT 4-5)
- Informal and formal assessments of the whole class and individual students

Differentiated assessment is aligned with curriculum intent, teaching and learning. assessment:
- *For learning* – to use student progress to inform teaching
- *As learning* – to inform student future learning goals
- *Of learning* - to assist student achievement of goals and standards.

Selecting and applying evidence-based strategies within Direct Instruction Lessons (ASOT 6 - 8)
- Chunking content
- Processing content
- Recording and representing content

Use a variety of learning and assessment strategies to scaffold and personalise the learning process to engage, motivate and accelerate deeper learning (NPDL)

Selecting and applying evidence-based strategies within Practicing and Deepening Lessons (ASOT 9 - 11)
- Structured practice sessions
- Examining similarities and differences
- Examining errors in reasoning

Design Deep Learning Tasks that scaffold thinking and levels of complexity (NPDL)
Foster student opportunities with digital technologies to deepen learning and create knowledge in innovative ways (NPDL).

Selecting and applying evidence-based strategies within Knowledge and Application Lessons (ASOT 12- 14)
- Engaging students in cognitively complex tasks
- Providing resources and guidance
- Generating and justifying claims

Selecting and applying strategies that appear in all types of lessons (ASOT 15 - 22)
- Previewing
- Highlighting critical information
- Expect and provide opportunities for students to interact with lesson content
- Reviewing content
- Revising knowledge
- Reflecting on learning
- Elaborating on information

Use student voice as a driver for learning design and improvement (NPDL)
Differentiation (student centred planning)
- Maker model
- Differentiation Placemat (Johari XLS)

SUCCESS CRITERIA Optimum Conditions for Deeper Learning		
Building Relationships and Establishing High Expectations	**Growing our Professional Practice**	**Enacting Teaching, Learning and Assessment**
• Students feel acknowledged and valued as individuals • Students working within positive and productive partnerships • Students are highly engaged in their learning • Students aim to meet high expectations for behaviour and learning which are clearly articulated • Students are cognisant of their goals and can self-regulate LEARNING ENVIRONMENTS: • Inviting and organised learning environments that encourage learning • Created in partnership with students • Visible celebration • Focus on learning • Behavioural and academic expectations are visible • Conducive to independent, collaborative and digital learning	All teachers and leaders: • take responsibility for their learning and contributing to collective learning of the team through participation in PLC's and the Collaborative Inquiry Cycle • engage in growth mindset, and work as part of coaching teams to build capacity which is planned for in Annual Performance Development Plan (APDP) aligned to Explicit Improvement Agenda and Australian Institute for Teaching and School Leadership (AITSL) standards. • use research, best practice, partnerships and data to inform planning, actions and review of teaching and learning • receive and act upon student, self, peer, and collegial feedback	• Students will be able to articulate their learning goals, successes, areas for further growth and action accordingly • Students receive and act upon self, peer and teacher feedback • Students will be provided with multiple opportunities to demonstrate and improve their learning through assessment and feedback • Students identify appropriate thinking strategies and capabilities to deepen, apply and transfer understanding to improve their skills and generate new knowledge • Student collaboratively apply their skills and knowledge to complex real world problems and tasks and develop creative solutions beyond the classroom
MEASURES:		
• Improved attendance • Higher percentage of students attending end of term celebrations • Level of Achievements (Effort and Behaviour) Reporting • School Opinion Survey (SOS) • Ongoing presence in school environment	• 100% active participation of all teaching and leadership staff in PLC's • Staff APDP's are developed and shared with line managers, PD is aligned accordingly • AITSL Self-Assessment Tool • 100% engagement in observation and feedback sessions	• Improvement in A-E Data • Improvement in student engagement • Decrease in behaviour incidents • Increased student agency and autonomy (SOS) • Increased parent satisfaction (SOS) • Gradual upward movement in U2B student achievement data • Improvement of students capability, measured through NPDL competency progression feedback • Students improved ability to use a range of thinking skills