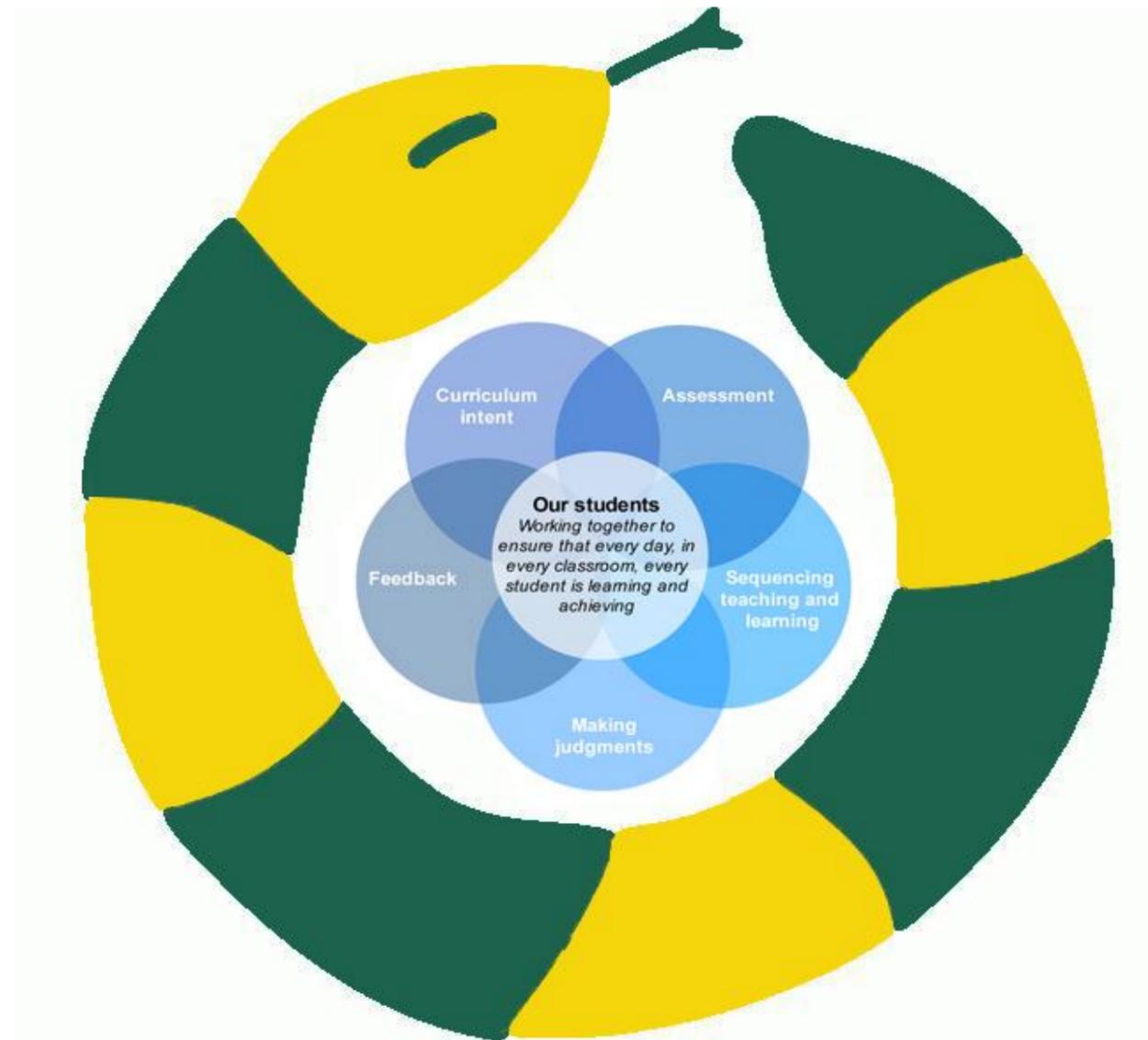


Karara State School

Pedagogical Framework



'Strive to Succeed'

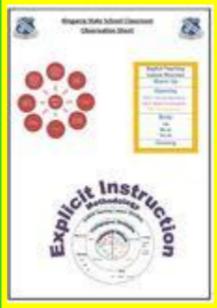
Our Beliefs and Values

Since 1908 Karara State School has been a place where the community take pride in its students and their successes. We recognise that each student has different needs, however as our schools motto suggests, we 'strive to succeed' to ensure that 'every day in every classroom, every student is learning'.

At Karara State School we provide values education in a planned and systematic way. We are developing student responsibility in local, national and global contexts and endeavour to build student resilience and social skills. Our values incorporate some of the National Framework for Values Education in Australian Schools and include: Doing your best, Responsibility, Understanding, Tolerance and Inclusion.

Our Pedagogy is based around the 5 interconnected components of Education Queensland's **Dimensions of Teaching and Learning (DOTL)**, with the centre of our pedagogy being 'our students'. The DOTL sets a guideline for Karara State School teachers and staff to ensure that students are reaching their 'RAVES' learning goals. The progress of Education Queensland's DOTL is fluid and has no beginning or ending and each component is just as important as the other. This is why at Karara, teachers and teacher aides' focus on improving our own skills and closing our skill gaps to ensure that each student reaches their academic and personal potential.

Through DOTL, Karara State School's Pedagogical Framework encompasses six Core Systematic Principles outlined in Education Queensland's 'Pedagogical Framework' document.

PROFESSIONAL LEARNING AND INSTRUCTIONAL LEADERSHIP		TEACHING, DIFFERENTIATING AND MONITORING		VALUES AND BELIEFS	
Student Centred Planning (SCP)	High Expectations (HE)	Evidence-based decision making (EBDM)	Alignment of curriculum, pedagogy and assessment (ACPA)	Targeted and scaffolded instruction (TSI)	Safe, supportive, connected and inclusive learning environments (SSCILE)
Curriculum Intent What do my students need to learn?	Assessment What have my students learnt and how well have they learnt it?	Sequencing Teaching and Learning The relationship between what is taught and how it is taught in order to maximise student learning.	Making Judgments Teachers and students using standards to make evidence-based judgments in order to monitor and inform the next steps for learning.	Feedback Information and advice provided by a teacher, peer, parent or self about performance aimed at improving learning.	
<p><i>Planning we do:</i></p> <ul style="list-style-type: none"> Align with mandated curriculum: (ACPA) <ul style="list-style-type: none"> ACARA (C2C) QLD Essential Learnings Align with Whole School Curriculum, Assessment and Reporting Plan (ACPA) Engage in Professional Learning (HE) (EBDM) Professional Standards for Teachers (National) (SCP) 	<p><i>Planning we do:</i></p> <ul style="list-style-type: none"> Alignment with curriculum intent, teaching and learning (ACPA) Differentiated assessment (ACPA, SCP) Assessment is used (ACPA) <ul style="list-style-type: none"> for learning - to use student progress to inform teaching as learning - to inform students' future learning goals of learning - to assess student achievement against goals and standards 	<p><i>Planning we do:</i></p> <ul style="list-style-type: none"> Front-end assessment (ACPA) Understand varying learning styles (SCP) Differentiation of instruction to meet individual student needs (EBDM) Link to school priorities Explicit teaching lesson structure, Model – Warm ups, I do, We do, You do, Closing (EBDM) Individual Education Plans, Individual Learning Plans (TSI) (SCP) HOT - Higher Order Thinking Skills (HE) 	<p><i>Planning we do:</i></p> <ul style="list-style-type: none"> Using standards, evidence and teacher agreement to achieve consistency of judgement (ACPA) Alignment with achievement standards of ACARA and C2C (ACPA) Know relevant curriculum documents (ACPA) 	<p><i>Planning we do:</i></p> <ul style="list-style-type: none"> Self and peer feedback (HE) (SSCILE) Goal setting (HE) Individual student data (SCP) (HE) Classroom Observation Reflection (TSI) Whole school reflection on Explicit Instruction 	
<p><i>Strategies we use:</i></p> <ul style="list-style-type: none"> Higher order thinking skills- Symphony of Teaching and Learning (HE) Develop Professional Networks Unit Planning Scope and Sequencing Lesson Planning Developing Performance Plans Data through Whole School Data Folders (EBDM) Personal Development Plans (TSI) (SCP) Professional Conversations (EBDM) Book Work Expectations Classroom Environment Expectations (SSCILE) 	<p><i>Strategies we use:</i></p> <ul style="list-style-type: none"> Whole School Curriculum, Assessment and Reporting Plan (ACPA) Adjust planning (EBDM) (TSI) Moderation processes- local and cluster Provision of A & C standard exemplars (TSI) Analyse data (EBDM) Whole School Assessment Planner Scaffolding for different learning styles (SSCILE) Diagnostic assessment aligned with DDSW benchmarks (HE) 	<p><i>Strategies we use:</i></p> <ul style="list-style-type: none"> Classroom Observations Modelling and encouraging the use of metalanguage Whole School Reading, Spelling, Writing, Problem Solving (Suite of KLA and KSS documents) Program into curriculum delivery Embed ICT concepts Gradual Release of Responsibility Whole school Reading Assessment Program ICT's/Digital Technologies embedded in everyday learning (SSCILE) 	<p><i>Strategies we use:</i></p> <ul style="list-style-type: none"> Develop clear, specific criteria relevant to the task Provide clear expectations about quality performance (HE) Be clear and explicit with students about how they will be assessed and provide exemplars to students (HE) (TSI) Whole School Assessment Overview (ACPA) Understanding the Achievement Standards Data analysis against benchmarks to inform planning (SCP) (EBDM) 	<p><i>Strategies we use:</i></p> <ul style="list-style-type: none"> Provide quality feedback for individual students (HE) (TSI) RAVES goals – Realistic Achievable Valuable Educational Successes Seek quality feedback on teaching creating, maintain and updating individual student work folios Give timely corrective and affirming feedback School Reporting with explicit and personal feedback for students (ACPA) 	
<p><i>Evidence we see:</i></p> <ul style="list-style-type: none"> Semester, Term, Weekly and Daily Planning available on school wall and on G: drive (SCP) Focused staff meetings (EBDM) Assessment Criteria and exemplars (ACPA) Annotated lesson plans (SCP) (TSI) Uploaded Differentiation planners on One School (SSCILE) (TSI) 	<p><i>Evidence we see:</i></p> <ul style="list-style-type: none"> Assessment tasks Range and balance of assessment A exemplars Guide to Making Judgements (GTMJ's) Individual, cohort, school data Student workbooks and assessment pieces Reporting cycle including two written reports and verbal reporting per annum. 	<p><i>Evidence we see:</i></p> <ul style="list-style-type: none"> Feedback from Classroom Observations Discussions in Professional Conversations Learning intent visible for students Through WALT, WILF, TIB (TSI) Lesson Plans (TSI) Word Walls Student work displayed Student work books 	<p><i>Evidence we see:</i></p> <ul style="list-style-type: none"> Goal Setting (HE) Data Folders (EBDM) Feedback discussions with parents, students and other teachers Written feedback in student workbooks and on assessment tasks (SSCILE) Report Cards 	<p><i>Evidence we see:</i></p> <ul style="list-style-type: none"> Conversations between teachers and students (SSCILE) Students engaging in self and peer feedback (HE) Students know their level of achievement Professional Conversations Classroom Observation feedback sheet Walk Throughs 	