Pedagogical Framework – Learning Design

Expert and dedicated teaching team collaboratively designing authentic learning experiences for the identified needs of all learners

**Strategies**
- Personalise Professional Development to meet the needs of all staff
  - Build explicit and effective APE process aligned to AIP to identify individualised development needs
  - Provide opportunity to share best practice in the small teams to support the identification of 90 needs
  - Build capacity of PLC teams to identify individual staff needs and build staff capacity through sharing of practice
  - Build appropriately skilled teams to ensure teams have broad pedagogical and curriculum knowledge

- **Utilisation of technology and 21st Century learning skills to build student capabilities for the workplace**
  - Ensure year 7, 8, and 9 ignite students’ access to learning through Edmodo online learning environment
  - Continue to develop critical thinking skills within all PEL courses
  - Investigate a whole school approach to reducing assessment in year 7 to make room for logic and Wellbeing focused lessons

- **Build a culture of collaborative design, strategy and review through PLC**
  - Build capacity in facilitating PLC cycles
  - Collaboratively plan and design engaging and flexible learning experiences aligned to the national curriculum and QCAA priorities

- **Explicit data driven culture that not only identifies, but continuously responds to student needs**

- **Demonstrate explicit use of unit specific My Learning Profile and Classroom Placemats to identify key strategies to improve student learning**
  - Establish non-negotiables in My Learning Profiles and Classroom Placemats
  - Develop curriculum cycles of review

- **Evidenced based pedagogical practice that explicitly identifies the goal of the learning, the strategies needed to enact those goals, supported by strong cycles of reflections and feedback**

- **Embed explicit teaching model: We Do Together/ Lightning Bolt**
  - Ensuring that all teachers are utilizing ‘X’ exemplars within their teaching
  - Prioritising the development of curriculum that provides multiple opportunities to practice skills.
  - Develop a culture that demonstrates explicitly that progression in a lesson is dependent on student mastery of skills

- **Explicit and sequential curriculum plan from year 7-12 that clearly identifies skills development and acquisition of knowledge and understanding**

- **Utilise ASM 7-12 to develop effective skills progression (Cognitive Verbs)**
  - Identify the focus and skill progression for teachers
  - Audit unit plans within subjects to ensure alignment with skill progression and a clear link to Visible Learning Cycle

- **Strong culture of collaboration, sharing of best practices and a commitment to continual improvement**

  - Ensure all staff participate in peer observations and are provided with short and long observations with written feedback as part of the coaching
  - Provide opportunities for targeted peer observations across faculty teams
  - Provide opportunities for peer observation within PLC teams
  - Create professional video recordings of best practice across key priority areas

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**SATE – Develop an Exam Culture**

**Strategies**
- **Rigorous skills based curriculum, teachers who know where each student is in the learning and students who are confident and capable under all assessment conditions**
  - Review all junior assessment to ensure all curriculum areas have 1 exam per semester that covers the full semester work.
  - Develop whole-school pedagogical practices that focus on regular cycles of review to ensure that knowledge and skills are learned and retained
  - Audit the success of the inclusion of unseen exams
  - Respond to audit findings by redeveloping the delivery of teaching and learning cycles.
  - Develop effective reteaching processes that ensure long term retention of knowledge

- **Mirror senior curriculum and assessment processes in years 9 & 10**
  - Introduce exam conditions that reflect senior assessment requirements
  - Develop internal assessment models for year 10 & 11 general subjects that directly reflect units 3 & 4.

  - **Reading and writing explicitly taught across all curriculum areas every day, every lesson**

  - Establish on-demand writing requirement for all subjects, every lesson every day.
  - Establish non-negotiable consistent practice
  - Develop staff capacity to deliver 7 steps of writing
  - Establish SharePoint facility to display and celebrate examples of on demand writing

  - Map specific writing skills across existing curriculum areas
  - Assign specific skills and genres to specific subjects

  - Effectively utilises DRTA to underpin curriculum planning

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**Green:** 4 Year Strategic Plan Focus
- **White:** 2019 focus aligned to 4 Year Strategic Focus
- **Navy:** Alignment to PLC ways of working
- **Red:** Highlighted areas that need focused attention

**Open Red Circle:** Work is new
**Open Black/White Circle:** Work has begun but not yet embedded

Closed Black/White Circle: Embedded practice evidenced in at least 80% of the school

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**Embedded Practice: 2017/18 AIP**

**All Staff:**
- Explicitly deliver Learning Intentions, Steps to Success and Success Criteria (I do)
- Utilise DRTA to teach reading across the school
- Plan units using whole-school Unit and Assessment Systems
- All curriculum plans are aligned to national curriculum, identifying the key cognitive verbs and where they are explicitly taught
- Develop and continuously use Classroom Placemat to differentiate student learning according to need
- Explicitly use the language of Learning Together and recognise and reward positive behaviour in alignment with the Functional Behaviour Model

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**2019 AIP Response Timelines**

- **T1 Wk2 – HOD APRs to be completed**
- **T1 Wk6 – Individualised faculty responses to AIP with faculty specific targets to be completed**
- **T1 Wk7 – Teacher APRs that align with the AIP to be completed**