

# NBSHS Pedagogical Framework



**'Together Everyone Achieves More'**

**Our Vision:** Our students have high expectations of themselves and others and aspire to achieve as global citizens

**Our Values:** In a culture of high expectations we value respect, responsibility and resilience

| The Leadership Team:   | Staff:  | Students:   | Parents:   |
|--|---|---|--|
| <ul style="list-style-type: none"> <li>Ensures the main focus is on student outcomes</li> <li>Invests time in building teacher capability</li> <li>Provides strong instructional leadership</li> <li>Supports and guides school community members</li> </ul> | <ul style="list-style-type: none"> <li>Ensure the main focus is on student learning</li> <li>Engage in opportunities to improve their practice</li> <li>Are organised and proactive in all aspects of their duties</li> <li>Understand and follow all of the school's expectations, procedures, programs and processes</li> </ul> | <ul style="list-style-type: none"> <li>Take responsibility for their own learning at school and at home</li> <li>Give every effort in all learning tasks</li> <li>Be respectful towards students, staff and themselves at all times</li> <li>Develop self-discipline, resilience and co-operate in all school activities</li> <li>Understand and follow all aspects of the Responsible Behaviour Plan for Students</li> </ul> | <ul style="list-style-type: none"> <li>Are highly involved in their child's education and encourage them to be respectful, responsible and resilient learners</li> <li>Are involved and contribute to the school community</li> <li>Follow the school's policies and procedures for learning and attending school</li> </ul> |

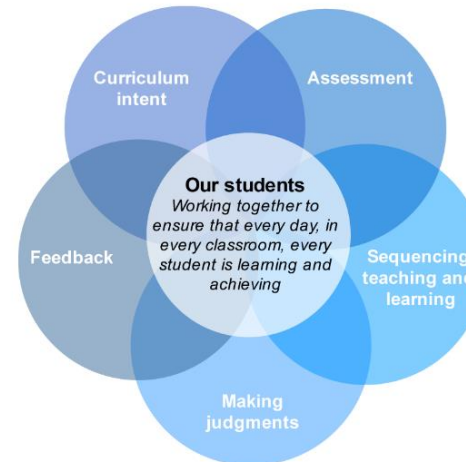
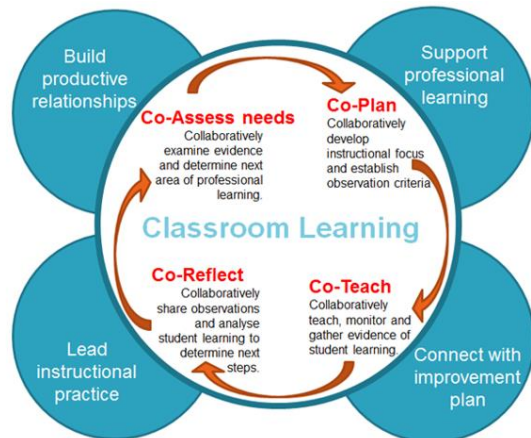
**School wide practices, processes and strategies for STAFF capability development**

- \*Instructional Coaching and Feedback
- \*ESCM Program
- \*Walkthroughs
- \*Beginning Teacher Mentors
- \*GROWTH Coaching
- \*Performance Development Plans
- \*Australian Professional Standards for Teachers
- \*Peer to Peer Observations
- \*Mentoring and Coaching
- \*KLA Meetings
- \*Collaborative Meetings

**School wide practices, processes and strategies to maximise STUDENT engagement and learning**

- \*Dimension of Teaching and Learning
- \*The Wellbeing Framework
- \*Responsible Behaviour Plan for Students
- \*ESE Program
- \*Bookwork Expectations
- \*iXL
- \*Individual Curriculum and Support Plans
- \*Restorative Practices
- \*eSmart School
- \*Trauma Aware School
- \*Year Level Coordinators and Mentor Teachers

**Instructional Coaching Cycle**



**Dimensions of Teaching and Learning**

Our pedagogical framework provides our staff and students with a clear and consistent approach to continue to work together to provide successful learning outcomes for our students and to further develop the capacity of our staff. Our pedagogical framework is developed from the five **Dimensions of Teaching and Learning** and underpins every teacher's professional practice.

| <b>CURRICULUM INTENT</b><br><i>What do students need to learn?</i>   | <b>SEQUENCE TEACHING AND LEARNING</b><br><i>What do students already know?</i>  | <b>ASSESSMENT:</b><br><i>What have students learnt and how well have they learnt it?</i>   | <b>MAKING JUDGEMENTS:</b><br><i>How do you assess learning and how do you ensure consistency?</i>   | <b>FEEDBACK:</b><br><i>How do you deliver feedback?</i>  |
|--|---|--|---|--|
| <p><b>Documents:</b></p> <ul style="list-style-type: none"> <li>ACARA and C2Cs</li> <li>Whole School Curriculum Plans</li> <li>School Framework – Writing</li> <li>Teaching with a Literacy Focus</li> <li>Know and Able To Do tables</li> <li>Literacy and Numeracy Demands Table</li> </ul> <p><b>Practices:</b></p> <ul style="list-style-type: none"> <li>Adapting C2C units</li> <li>Subject Coordinators to design and align unit plans to ACARA</li> <li>Shared understanding of the curriculum and the demands of the assessment task</li> <li>Backward mapping of the assessment skills evident in unit plan</li> <li>'What, How, Why' have been developed for each lesson</li> <li>Differentiation with ICP support provisions</li> <li>Shared collaborative range of resources and assessment</li> <li>Common understanding of the cognitive verbs</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Unit Planners</li> <li>Term Planners</li> <li>Skills and differentiation evident in unit plans</li> <li>Know and able to do tables in student books</li> </ul> | <p><b>Documents:</b></p> <ul style="list-style-type: none"> <li>Unit Plans</li> <li>Individual teacher lesson plans</li> <li>The Teaching Episode</li> <li>Individual Curriculum Plans (ICP)</li> <li>Scope and Sequence</li> </ul> <p><b>Practices:</b></p> <ul style="list-style-type: none"> <li>Backward mapping of assessment tasks to determine curriculum skills that need to be taught</li> <li>Unpacking unit plans and assessment items to determine the writing demands of the unit</li> <li>Teaching strategies to include explicit, guided and independent instruction</li> <li>Teachers to employ a gradual release of responsibility across a progression of lessons</li> <li>Teachers use feedback and evidence of learning to inform evidence driven instruction</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Unit Plans and Lesson Plans</li> <li>Walkthrough observation records</li> <li>Peer to Peer Observations</li> <li>High quality student bookwork</li> <li>ICP and support provisions in place, where appropriate</li> </ul> | <p><b>Documents:</b></p> <ul style="list-style-type: none"> <li>Assessment policy</li> <li>Schedule of assessment blocks</li> <li>Junior School task sheet template</li> <li>QCAA elaborations</li> <li>Non-submit letters</li> </ul> <p><b>Practices:</b></p> <ul style="list-style-type: none"> <li>Backward mapping of curriculum from assessment</li> <li>Moderation process to ensure quality assessment complete through the KLA HOD</li> <li>Differentiated assessment maintaining curriculum intent</li> <li>Use data from a variety of assessment tools to inform planning</li> <li>Common and consistent language and layout used in the task sheets for Junior and Senior School</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Unit Plans</li> <li>Assessment evaluation feedback from teachers to subject co-ordinator</li> <li>Assessment task sheet</li> <li>Annotated GTMJ/ISMG</li> <li>ICP and support provisions in place</li> </ul> | <p><b>Documents</b></p> <ul style="list-style-type: none"> <li>Internal Moderation: Cross Marking Sheet</li> <li>GTMJ/ISMG</li> <li>QCAA Achievement Standards</li> </ul> <p><b>Practices:</b></p> <ul style="list-style-type: none"> <li>Using achievement standards, evidence and teaching agreement to achieve consistency of teacher judgement</li> <li>Alignment with QCAA achievement standards</li> <li>Teachers to give both verbal and written feedback on formative and summative assessment items</li> <li>In school and external moderation process and confirmation process</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Moderation meetings scheduled and completed</li> <li>Written teacher feedback on drafts and final copy of assessment</li> <li>Teacher and student conferencing on draft/assessment feedback</li> </ul> | <p><b>Documents</b></p> <ul style="list-style-type: none"> <li>Student Academic Results</li> <li>OneSchool notes (Review and Monitoring)</li> <li>'Have you checked your writing?' guide.</li> </ul> <p><b>Practices</b></p> <ul style="list-style-type: none"> <li>Feedback is productive, ongoing and timely</li> <li>Feedback consists of a range of questions to guide students to meet the curriculum demands</li> <li>Feedback given on formative and summative assessment and drafts</li> <li>Annotations used language from the GTMJ/ISMG</li> <li>Teacher/student conferences when drafts are returned</li> <li>Intervention interview completed with UTU Teacher Mentor after each reporting period</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>Teacher annotations on drafts and final copies of assessment items and daily bookwork</li> <li>Parent /Teacher Interviews</li> <li>Intervention interview notes</li> <li>Student work samples contain written teacher feedback</li> </ul> |

