

Albany Hills State School Curriculum and Pedagogical Framework

Dimensions of Teaching and Learning



[Every Student Succeeding](#)



[Australian Professional Standards for Teachers](#)

[P-12 Curriculum, Assessment & Reporting Framework](#)

Curriculum Intent	Assessment	Sequencing Teaching and Learning	Making Judgments	Feedback																
<p><i>What we want students to know, understand and be able to do.</i></p>	<p><i>The evidence on which judgments about student learning are made in order to inform future teaching and learning.</i></p>	<p><i>The relationship between what is taught and how it is taught in order to maximise student learning.</i></p>	<p><i>Teachers and students using standards to make evidence-based judgments in order to monitor and inform the next steps for learning.</i></p>	<p><i>Information and advice provided by a teacher, peer, parent or self about performance aimed at improving learning.</i></p>																
<p>The What:</p> <ul style="list-style-type: none"> Enact P-12 Curriculum, Assessment and Reporting Framework Implement (teach, assess and report) all eight learning areas of the Australian Curriculum, Version 8, by the end of 2020 in line with the AHSS Australian curriculum rollout timelines and AHSS Whole School Curriculum Plan. Use the National Literacy and Numeracy progressions to identify the next steps in learning. Engage in professional learning to develop a deep understanding of the Australian Curriculum. (general capabilities, cross-curriculum priorities, learning areas) Collaborate to develop Individual Curriculum Plans (ICP) with staff and parents where appropriate. Implement a whole school approach to differentiated teaching and learning in all three levels of planning. Use the School Data Plan and assessment and reporting data to plan for the diverse learning needs of ALL students. 	<p>The What:</p> <ul style="list-style-type: none"> Follow the Whole School Data Plan to inform assessment practices. Forefront summative assessment tasks when planning units to ensure alignment of curriculum and assessment. Administer summative assessment tasks (C2C v8) for the purpose of reporting to parents and to gather evidence against the relevant achievement standard. Administer monitoring tools to gather information and track student progress against the achievement standard. (Early Start, Literacy Continuum) Administer diagnostic tools and or standardised assessment to gather further evidence of student learning progress and to inform teaching and learning. (PM, PROSE, NAPLAN, DSA) Use formative assessment data to provide feedback on student learning and inform differentiation of teaching and learning. Link Learning Intention and Success Criteria to assessment tasks. Use modelled responses and moderate tasks within and beyond the school to ensure consistency of teacher judgment. Ensure special provisions in the conditions of assessment are applied on a needs basis. (guidelines) 	<p>The What:</p> <ul style="list-style-type: none"> Differentiate curriculum content and delivery to meet individual student learning needs. Administer formative assessment to identify prior knowledge. Use the AHSS Explicit Instruction Model. <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="4">Teaching Sequence</th> </tr> </thead> <tbody> <tr> <td style="width: 25%;">Warm Up</td> <td style="width: 25%;">Direct Or Guided instruction</td> <td style="width: 25%;">Collaborative Instruction</td> <td style="width: 25%;">Wrap Up</td> </tr> <tr> <td>Activation of prior learning</td> <td>Direct: I Do/ We Do</td> <td>Independent Practice Extension</td> <td></td> </tr> <tr> <td>Pre-assessment</td> <td>Guided: I Do/ We Do</td> <td>We Do/ You Do</td> <td>We Do/ You Do</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Use of Rapid Recall Routines in English and Maths to consolidate learning from long term to short term memory. Implement a comprehensive range of agreed contemporary teaching strategies that support curriculum intent, engage students and incorporate highly effective use of digital pedagogies. 	Teaching Sequence				Warm Up	Direct Or Guided instruction	Collaborative Instruction	Wrap Up	Activation of prior learning	Direct: I Do/ We Do	Independent Practice Extension		Pre-assessment	Guided: I Do/ We Do	We Do/ You Do	We Do/ You Do	<p>The What:</p> <ul style="list-style-type: none"> Forefront assessment at year level planning days to develop a shared understanding of the assessment task and marking guide. Develop a deep understanding of the Australian Curriculum achievement standard and content descriptors for each year level. Participate in school and cluster moderation to ensure consistency of teacher judgment. Use a range of formative assessment strategies in an ongoing way to identify learning needs of students. Use student achievement data in English to set individual student writing goals. 	<p>The What:</p> <ul style="list-style-type: none"> Use student achievement data to inform teaching and learning. Individual student writing goal linked to student achievement data. Formative and diagnostic testing to identify gaps in learning. Plan feedback types based on student needs <ul style="list-style-type: none"> ✓ Verbal ✓ Written ✓ Group ✓ Individual Parent-teacher interviews Written Report Cards
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<p>The How:</p> <ul style="list-style-type: none"> Start with the Australian Curriculum and the year level achievement standard. Adapt C2C Version 8 unit. Adopt C2C Assessment tasks. Collaboratively plan units of work during planning days and year level meetings. Use the AHSS explicit instruction model to introduce all new content. Plan and record individual learning adjustments. Individual Curriculum Plans for students who meet criteria. Strategic use of student achievement data to inform teaching and learning. Set learning intentions (WALT) and success criteria (WILF) for lessons in English, Maths and Science. Planned Warm Ups and Wrap Ups in English and Maths. Integrate higher order thinking skills into units of work. 	<p>The How:</p> <ul style="list-style-type: none"> Special provisions may include adjustments to setting, timing, presentation and response. Use marking guides with a 5 point scale to judge the quality of evidence demonstrated in summative assessment tasks. Year-level, sector and cluster moderation to ensure consistency of judgement using a five point marking guide. Analyse school and systemic student data. Enter English and maths assessment results into the OneSchool markbook at year level planning days. Use Learning Intention and Success Criteria so that students are able to articulate next steps in their learning. Ensure consistency of assessment conditions across year levels as specified on the task sheet. 	<p>The How:</p> <ul style="list-style-type: none"> Explicit Instruction (Archer and Hughes) and The Albany Hills Way of Teaching Implement a variety of teaching strategies and classroom design to engage students' learning, including: <ul style="list-style-type: none"> ✓ explicit instruction ✓ direct teaching/instruction ✓ inquiry-based learning ✓ event based learning ✓ project based learning ✓ play based learning ✓ interactive teaching ✓ independent learning ✓ whole-class discussion ✓ collaborative learning Implement Robust Vocabulary Instruction (RVI) using a coaching model to improve the quality of student writing. Differentiate teaching and learning to respond to the diverse learning needs of all students including students with a disability, EAL/D learners, Aboriginal and Torres Strait Islander students and gifted students. 	<p>The How:</p> <ul style="list-style-type: none"> Teachers participate in moderation processes before, during and after a unit of work. Participate in school and cluster moderation sessions in year level teams. Forefront assessment, use marking guides, achievement standards and modelled responses as criteria for success. (WILF) Explicitly teach students about the quality of work expected. (WILF) Set individual student goals in writing. 	<p>The How:</p> <ul style="list-style-type: none"> Setting and maintaining high expectations of students and the work they produce and providing timely feedback to students on their progress and areas for improvement. Communication with parents: <ul style="list-style-type: none"> ✓ Written reports in Term 2 and Term 4. ✓ Parent Teacher Interviews in Term 1 and Term 3. ✓ Informal or formal meetings Link student feedback to collaboratively developed explicit success criteria. Use student achievement data to identify and communicate the next steps in learning. Conferencing with students before, during and after tasks where appropriate. Use a range of feedback opportunities, eg conferencing, reflection discussions, marking guides etc. Provide feedback to students on their individual writing goal and success criteria. 																
<p>Evidence:</p> <ul style="list-style-type: none"> ✓ Data analysis determines starting points for teaching and differentiation. ✓ Highly structured collaborative planning days. ✓ Focused and purposeful year-level and sector meetings. ✓ Data driven student learning goals in writing. ✓ Learning Intention (WALT) and Success Criteria (WILF) evident in all classrooms. ✓ Unit placemat aligned to the Australian Curriculum, with differentiation recorded. ✓ All students have writing goals and know what they need to do to achieve their goal. 	<p>Evidence:</p> <ul style="list-style-type: none"> ✓ Assessment folio maintained for each student in each learning area. ✓ Assessment adjustments records completed and attached to task for students who have received special provisions. ✓ Learning Intention and Success Criteria linked to assessment task. ✓ Task sheets and marking guides used for all summative tasks. ✓ Collaborative planning at year level meetings and planning days. ✓ Exemplars/modelled responses displayed for students. ✓ Data entered in OneSchool. ✓ Moderation before, during and after assessment has taken place. ✓ Use of the Collaborative Inquiry Model and the dashboard during planning days to analyse student data and develop plans for improvement. ✓ Diagnostic, formative and summative assessments. 	<p>Evidence:</p> <ul style="list-style-type: none"> ✓ WALT (learning intention) and WILF (success criteria) are visible in classrooms. ✓ Purposeful and planned use of ICT in daily practice in all classrooms. ✓ Explicit Instruction Model of teaching used for all new content. ✓ Use of formative data to identify the next steps in learning. ✓ Differentiated classroom practice for every student (link to P-12 Framework) ✓ One page unit placemats that document differentiation, RVI focus words and cognitive verbs for each English unit of work. 	<p>Evidence:</p> <ul style="list-style-type: none"> ✓ Exemplars and modelled responses shared with students. ✓ Unit plans linked to Australian curriculum. ✓ Adapt C2C units. ✓ Adopt C2C marking guides to ensure quality control and for moderation purposes. ✓ Marking guides attached to student assessment tasks. ✓ Records of student goals, either displayed or in books. ✓ Moderation processes. ✓ Individual student writing goals. ✓ Individual writing goals recorded in the class dashboard. 	<p>Evidence:</p> <ul style="list-style-type: none"> ✓ Learning Walks. ✓ Annotations on student work. ✓ Teacher-student conversations. ✓ Students engaging in self and peer feedback. ✓ Students with clarity of their learning progress. ✓ A range of verbal, non-verbal, on the spot and written feedback provided to students. ✓ Regular feedback provided to parents on student achievement. 																