Coastburn Lakes State School
Effective learning. Every child. Every classroom. Every day.

Pedagogical Plan – Dimensions of Teaching and Learning

Student-centred, data driven, evidence-based, expert teaching: Working together to ensure that every day, in every classroom, every student is learning and achieving.

Curriculum Intent

The intended curriculum that we want the students to know and be able to do.

Assessment

The evidence on which judgements about student learning are made, to inform teaching and learning.

Sequencing Teaching and Learning

The relationship between the intended curriculum and the enacted curriculum, to maximise student learning.

Making Judgements

Teachers and students using benchmarks and standards to make evidence-based decisions, to monitor and inform the next steps for learning.

Feedback

Information and guidance provided by a teacher, peer, parent or self about performance aimed at improving learning.

Planning

- Align with mandated curriculum:
  - ACARA AusCur Subjects (CCE)
  - QCAA KLA Essential Learnings
- Align with Whole School Curriculum Plan
- Engage in Professional Learning
- AITSL Australian Professional Learning Standards for Teachers

Strategies

- Scope and sequence
- Cohort planning
- Unit planning
- Lesson planning
- Triangulation of student data
- Pre- and post-testing
- Individual Improvement Plans
- Student/Individual Learning Goal setting
- Specific Targeted Teaching Strategies matching

Evidence

- Achievement standards communicated to students and parents
- Student Data Profiles
- Student Feedback
- Focus on multi-age teaching team meetings
- Moderation
- Evidence of effective implementation of the intended, enacted curriculum, through planning, teaching, assessing and reporting

Positive Relationships

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| - Build trust and student confidence | - Treat all students respectfully, fairly and consistently | - Motivate all students through interest and relevant lessons that reflect Cross-curricular Storystory | - DETS 9-12 ICAP Policy
| - Understand and discover student interests and backgrounds | - Provide opportunities for restorative justice | - DETER Pedagogical Framework Policy | - DETS Pedagogical Framework Policy
| - Support students’ learning and understanding of the intended curriculum, through planning, teaching, assessing and reporting | - Provide opportunity to write classroom and learning environment | - DETER Pedagogical Framework Policy | - Student head start strategy
| - Use shared language and link to sides | - Support students’ learning and understanding of the intended curriculum, through planning, teaching, assessing and reporting | - AITSL and QCT | - Student head start strategy
| - Encourage student creativity and extension | - Colleagues, school council – Class Student of the Week, Class | - Whole School Pedagogical, Curriculum, Assessment and Reporting Framework | - Whole School Pedagogical, Curriculum, Assessment and Reporting Framework
| - Engage student leadership | - Support students’ learning and understanding of the intended curriculum, through planning, teaching, assessing and reporting | - Whole School Curriculum Plan | - Whole School Assessment Schedule
| - Build a support network and team around the student | - Support students’ learning and understanding of the intended curriculum, through planning, teaching, assessing and reporting | - ACARA AusCur and DETE C2C | - QCAA KLA Essential Learnings
| - Support students through Chaplaincy | - Support students’ learning and understanding of the intended curriculum, through planning, teaching, assessing and reporting | - Student Report Cards | - QCAA KLA Essential Learnings
| - Support students through school events, excursions and celebrations | - Support students’ learning and understanding of the intended curriculum, through planning, teaching, assessing and reporting | - Teacher Student Conference
| - Tackle all students’ rights and responsibilities | - Support students’ learning and understanding of the intended curriculum, through planning, teaching, assessing and reporting | - Self and peer evaluation and feedback | - Teacher Student Conference
| - Tackle all students’ rights and responsibilities | - Support students’ learning and understanding of the intended curriculum, through planning, teaching, assessing and reporting | - Student Individual Learning Goal setting | - Self and peer evaluation and feedback
| - Tackle all students’ rights and responsibilities | - Support students’ learning and understanding of the intended curriculum, through planning, teaching, assessing and reporting | - Pre- and post-testing | - Student Individual Learning Goal setting

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