

## PEDAGOGICAL FRAMEWORK

ELEMENT	KEY QUESTION	AT NRHS WE HAVE ADOPTED
RESEARCH	What is the research telling us about teaching and learning?	John Fleming John Hattie et al
BELIEF SYSTEM	What values and beliefs underpin the teaching and learning?	<p style="text-align: center;"><b>Every child can learn.</b></p> <p style="text-align: center;"><b>Every child can be a high achiever.</b></p> <p style="text-align: center;"><b>You can't learn without feedback.</b></p> <p style="text-align: center;">Quality teaching impacts on student outcomes.</p> <p style="text-align: center;">Building relationships enable success.</p> <p style="text-align: center;">Values: Respect, Responsibility, Learning, Excellence</p>
GUIDING PRINCIPLES OF EFFECTIVE PEDAGOGY	<p>What does this mean for teaching and learning at NRHS?</p> <p>What does good pedagogy look like?</p>	<p>E.g. silent time for higher order thinking, movement, feedback aligned with learning intent, scaffolding for learning, debate and shared group discussion, checking for understanding, learning centred, everyone experiences success, differentiation, real world application, models/exemplars, graphic organisers, focus instruction on learning intent, short sharp-learning is energy, timing and pace of lesson, movement, teacher as participant, inclusive. .</p> <p style="text-align: center;"><b>21Century learning</b></p> <p style="text-align: center;"><b>COLLABORATION, HIGHER ORDER THINKING, FEEDBACK AND REFLECTION, REAL WORLD LEARNING/LEARN BY DOING, MULTILITERCIES</b></p>
LEARNING PHILOSOPHY	What conceptual framework makes meaning for us?	<p>The dimensions of teaching and learning</p> <p>The five principles of effective teaching</p> <p>The four pillars of learning</p> <p>Productive pedagogies</p>

TEACHING MODEL	What key methodology will we use to teach with?	<p><b>Learn by doing through feedback model</b></p> <p><u>EXPLICIT TEACHING</u></p> <p>RECIPROCAL TEACHING</p> <p>CONSTRUCTIVIST</p>
TEACHING STRATEGIES	What teaching strategies and tools are best to teach the learning intent?	<p>SYMPHONY OF LEARNING MAP</p> <p>E learning tools Eg Wiki</p> <p>Non e learning thinking strategies eg VENN diagram</p>
TAILORING LEARNING EXPERIENCES	How do we personalise the learning to differentiate for the individual?	<ol style="list-style-type: none"> <li>1. KNOW THE DATA AROUND THE CHILD: NAPLAN data, behaviour history, family background, learning difficulties/disabilities, reading level, pre and post testing, assessment data.</li> <li>2. Differentiate the learning using adjustments Who, Where, Which, What, How and What pace. Show on surfboard tool.</li> <li>3. Extend with higher order thinking skills to extend</li> <li>4. Provide feedback aligned with learning intent (based on the Deb Masters protocol), so students know their next step.</li> </ol>
CLASSROOM RITUALS	What habits do we want to see in every classroom every day?	2min settling in question, 5min warm up, silence with new information, finish with What are two things we have learnt today?, late desk procedure, feedback aligned to learning intent, book work showing learning intent.