

Pedagogical Approach P - 6



Warwick

West State

School
Learn - G



2023

Together we SHINE

row - Achieve

Together we succeed

Pedagogy is how teachers teach and students learn at each stage of schooling in an inclusive education system.

Pedagogy refers to the practices and strategies of a teacher.

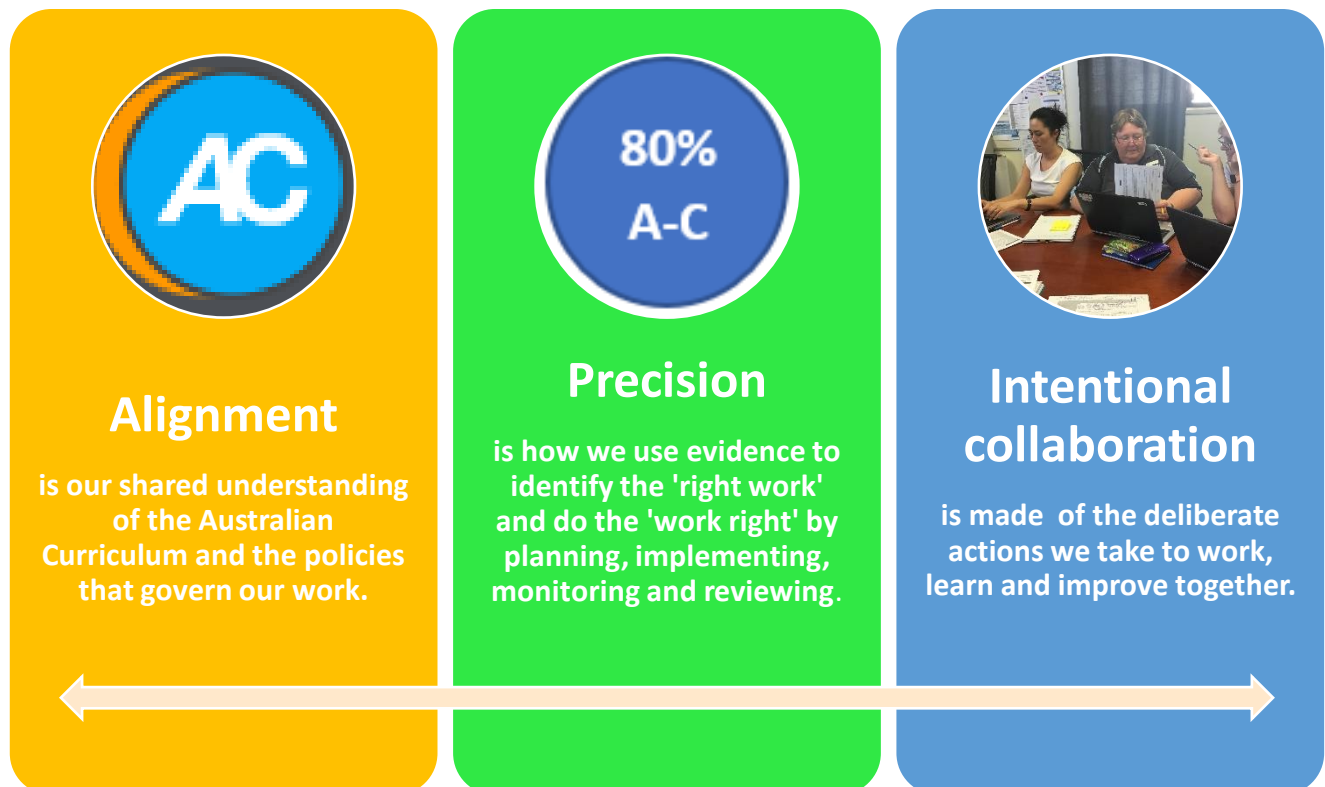
It's how they approach their teaching style, and relates to the different theories they use, how they give feedback, and the assessments they set.

At Warwick West State School, we are **responding** to the diverse needs of all learners by developing and sustaining a shared understanding and a common language with which to talk about pedagogy.

We support our teachers in **considering and employing effective pedagogical practices to differentiate teaching and learning** and to ensure every student is engaged, challenged, feels safe to take risks in learning and is supported to develop the knowledge, skills and dispositions necessary to succeed.

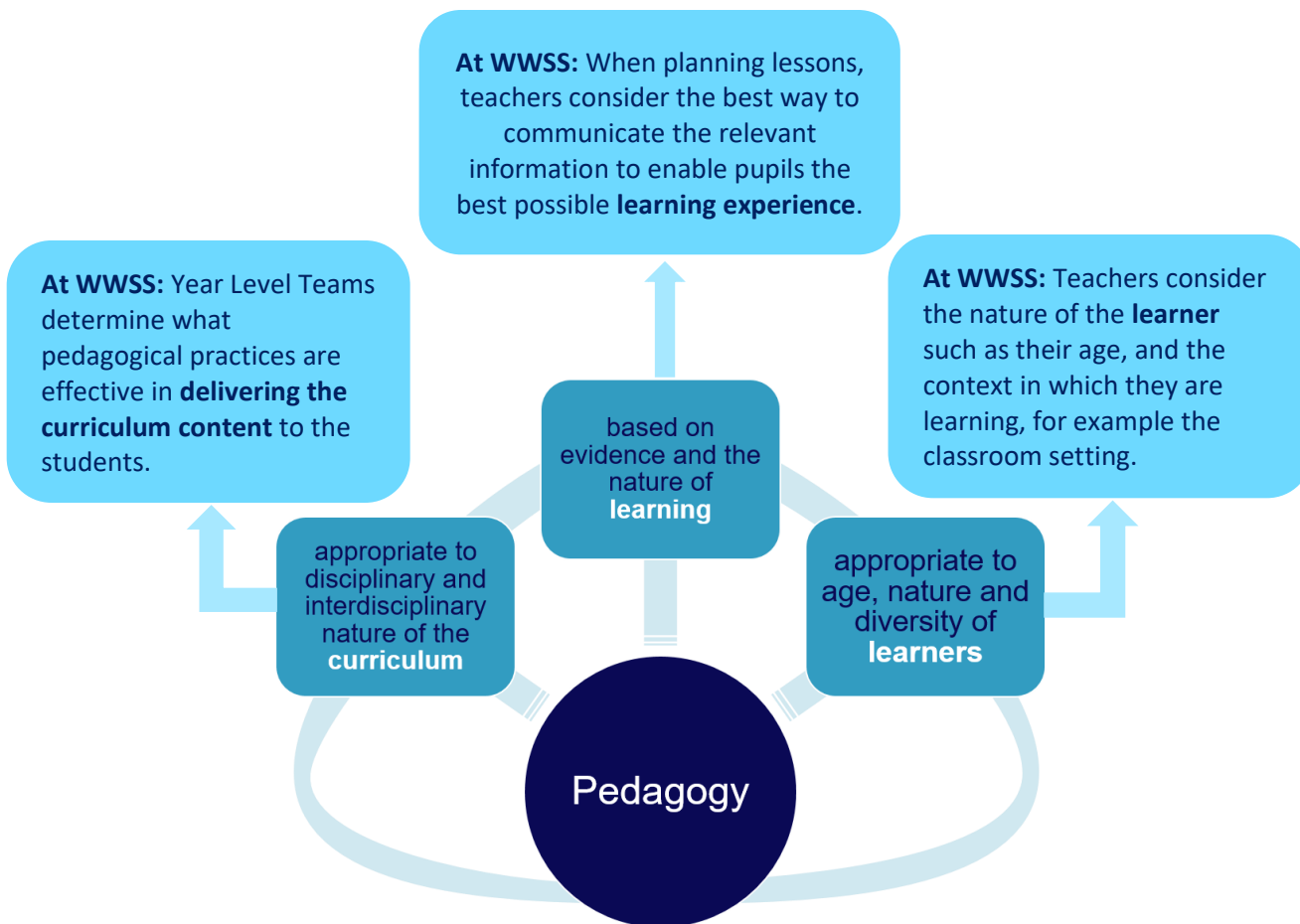
Learning Together

Our principles, or ways of working together to ensure *every student is succeeding* across our school are focussed on: alignment, precision and intentional collaboration (State Schools Improvement Strategy 2021- 2025).



Principles of Pedagogy

The principles of pedagogy include: **the curriculum, the learning and the learner**. These principles are used to determine the pedagogical approaches, practices and strategies that are most appropriate in responding to the diverse learning needs of all students.



Effective Pedagogies

We recognise that effective pedagogies:

1. Give serious consideration to pupil voice.
2. Depend on behaviour (what teachers do), knowledge and understanding (what teachers know) and beliefs (why teachers act as they do).
3. Involve clear thinking about longer term learning outcomes as well as short-term goals.
4. Build on students' prior learning and experience.
5. Involve scaffolding student learning.
6. Involve a range of techniques, including whole-class and structured group work, guided learning and individual activity.
7. Focus on developing higher order thinking and metacognition, and make good use of dialogue and questioning in order to do so.
8. Embed assessment for learning.
9. Are inclusive and take the diverse needs of a range of learners, as well as matters of student equity, into account.

Whole School Approach: What we currently do at WWSS

FOCUS on learners and their learning

- **Identify prior achievement and development of learners by analysing assessment & reporting data**
 - Reporting data
 - End of term data
 - Formative data
- **Begin with the Year level- Australian Curriculum & Summative Assessment**
 - Aspects of achievement standard
 - Task specific descriptors
 - Access for students
 - Adjustments
 - Literacy & Language demands



ESTABLISH clear learning intentions & success criteria

- **Create clear and visible learning intentions**
 - Align to the summative assessment task
- **Use the curriculum to create clear and visible success criteria**
 - Align to the Aspects of the achievement standard & summative assessment
 - Drive student success
- **Establish learning goals with all students**
 - Catering for different abilities of the students

RESPOND with feedback that moves learning forward

- **Provide students with progressive feedback about their ongoing progress towards the learning intentions and success criteria**
 - Continually track progress using observations, consultations, work samples
 - Specific clear goals and next steps
- **Use different levels of feedback**
 - Informal – Formal
 - Peer
 - Self-evaluation
 - Oral – written - Checklist
- Explicitly teach peers how to give accurate and appropriate feedback to one another

ACTIVATE multiple opportunities

- **Teach multiple ways of knowing, interacting and opportunities for practice**
 - Multiple exposures, scaffolding, metacognitive strategies, pedagogical approaches, learning materials, collaborative learning
- **Teach explicitly and differentiate to move each student's learning forward towards the success criteria**
 - High Impact Teaching Strategies
 - Tiered activities
- **Activate and evaluate student involvement in ongoing responsive cycles of learning and teaching**
 - Monitoring progress using formative & summative tasks

EVALUATE the impact of teaching

- **Evaluate the impact of teaching on student achievement and success**
 - Did all students demonstrate the learning required to meet the targeted aspects?
- **Evaluate the invitation to learning experienced by students**
 - Were the learning needs of all students met?
 - Which pedagogical practices and strategies were most effective?
- **Evaluate from a curriculum perspective**
 - Does the Year and/or Band Plan need to be revised in response to data?
 - Does the Unit Plan need to be revised in response to the data?

Review the whole school approach to pedagogy: What we need to do

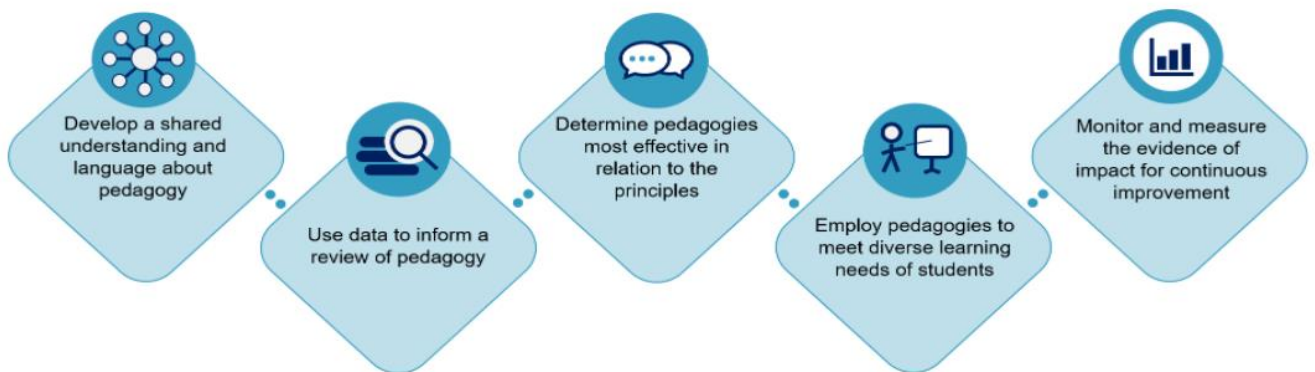
To continue to build effective pedagogical practices, we will need to monitor or review our current pedagogical approach.

Monitoring or reviewing the whole school approach to pedagogy will involve teachers:

- Intentionally collaborating as part of a professional learning community built on trust, high expectations and shared accountability.
- Determining the pedagogical practices that are most effective by engaging in a series of activities and professional conversations with their peers, and use data and evidenced-based research to inform a review.

These reflective processes will guide our decisions about:

- What is working
- What changes in practice is appropriate to the curriculum, the age of the learner, and the context in which they are learning



Select and employ effective pedagogical practices

There is no one teaching strategy that will provide the magic solution for ensuring student learning. Instead, teachers at WWSS make informed decisions about the most suitable combination and timing for employing particular strategies to facilitate students moving from surface learning to deep learning to transfer learning.

Evidence suggests that there are some instructional practices that work well in most classrooms. These are known as High Impact Teaching Strategies (HITS).

1. Setting goals
2. Structuring lessons
3. Explicit teaching
4. Worked examples
5. Collaborative learning
6. Multiple exposures
7. Metacognitive strategies
8. Questioning
9. Feedback
10. Differentiated teaching

CHALLENGE: is to develop a shared understanding of what excellent practice looks like.

We will endeavour to use the HITS to build our pool of knowledge of effective teaching by

- Examining
- Implementing
- Reflecting
- Shared observations
- Feedback

