

Park Lake State School Pedagogical Framework

"Teachers become learners of their own teaching" Hattie, 2009



What does my teaching practice look like, how does it align with my school's expectations and how can I continue to grow and learn?

TEACHER KNOWLEDGE

In 'transform', Teachers improve and transform pedagogy and then progress to expert status in curriculum areas in which they have a deep interest. I am transforming....



TRANSFORM

- Identify professional goals. (PDP)
- Participate in a transformative process to improve or support new learning within the Teaching profession.
- An evolving process. Long or short-term aspirations address my Professional Standards.

CONNECT

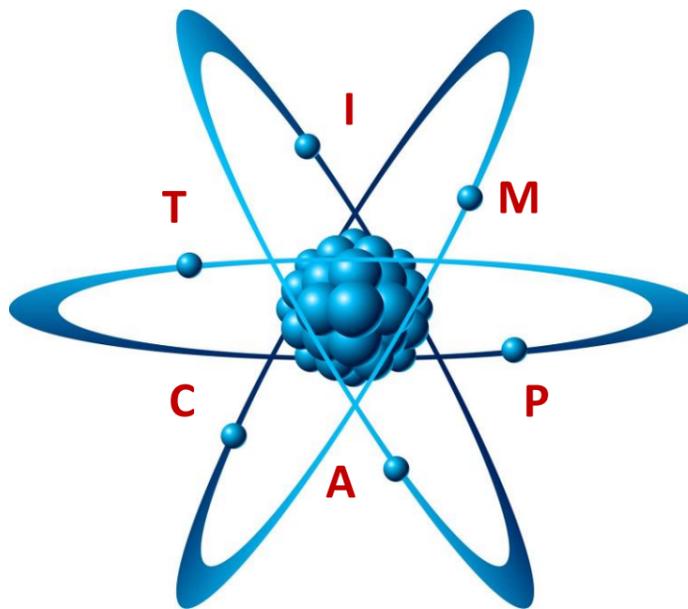
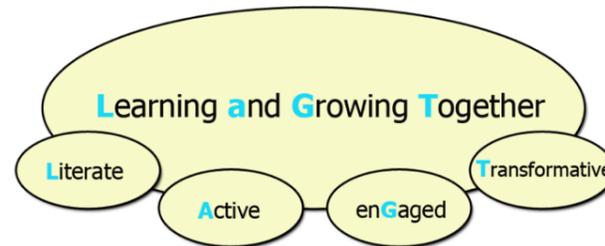
Ensure I am an innovative, responsible and ethical user in learning communities:

- Author / Creator
- Participant / Contributor
- Challenger
- Synthesizer
- Validator

Connect is about teachers working together to improve their collective expertise.



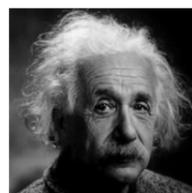
- Learning place – Staff Space, blogs and online forums.
- AITSL
- Iconnect sessions
- Professional Network meetings
- Discussion lists
- Professional groups both online subscriptions and professional readings



ANALYSE

Analysing my role and responsibilities and considering:

- I reflect on collaborative processes across the school (moderation, backward mapping, team meetings & data reviews).
- The Coaching Model.
- Student data sets and anecdotal evidence.
- Professional mentors and critical friends.
- Goals and Standards of my Professional Development Plan.



"Not everything that counts can be counted; Not everything that can be counted, counts."

INSPIRE

- Drawing on my skill set to be motivating, engaging and inspiring.
- Identify inspirational experiences that support best practice.
- Assessment and pedagogy planned up front and aligned with curriculum intent and demands of the learning area.



MULTIPLE PATHWAYS

- Develop strategies and establish specific skills related to how students learn in order to support appropriate differentiation and/or modification.
- Using my understanding of how and what my students understand and how they learn to adapt the learning environment and respond accordingly.
- Evidence-based decision making.

- Pre-assessment devices
- Differentiation Planner
- Communicate Curriculum Intent ...
- WALT
- WILF
- TIB
- WILT



PRACTICE

- Being aware of my 'Teacher Toolbox' and knowing my strengths and weaknesses.
- Match my practice to curriculum intent to develop my teaching strategies.
- Developing contemporary teaching strategies that integrate available technology

- Informed Theory Based practices
- You Can Do It!
- Reciprocal teaching
- Collaborative teams
- Digital pedagogy
- Feedback loops
- Goal setting with students
- Challenging activities – the 'wobble factor'
- Utilise data to inform decision making
- Supporting documentation – teaching and learning documents
- Project 600
- S.T.R.I.V.E.



TEACHER PRACTICE