A whole school approach to pedagogy

Pedagogy is integral to systematic curriculum implementation. A whole school approach to pedagogy is a process for schools to determine, review and monitor how effectively the pedagogies employed are working to support students' achievement, wellbeing and engagement. Throughout the process, school leaders and teachers use assessment and reporting data to employ effective pedagogy and monitor and measure their impact.

School leaders and teachers engage in a series of activities and professional conversations to enact a whole school approach to pedagogy to meet the diverse learning needs of their students. Teachers differentiate to ensure every student is engaged, challenged and supported to develop knowledge, skills and dispositions necessary to realise their potential.

The requirements of *A whole school approach to pedagogy* are outlined in the *K–12 Curriculum, assessment and reporting framework* are:

› use *A whole school approach to pedagogy* in response to assessment and reporting data

› Employ effective pedagogy, using the principles (the curriculum, the learner and the learning), to support students' achievement, wellbeing and engagement

› explore and enhance digital learning in teaching and learning.

A whole school approach to pedagogy is a flexible, responsive, and ongoing process that supports schools to employ the most effective pedagogies to maximise the achievement, engagement and wellbeing of all students.

Develop a shared understanding and language about pedagogy

Use data to inform a review of pedagogy

Determine pedagogies most effective in relation to the three principles

Employ pedagogies to meet diverse learning needs of students

Monitor and measure the evidence of impact for improvement

Schools do this by:

› engaging in professional conversations as part of existing school-wide processes (including moderation, reflective teaching practices, observations and feedback and professional learning) to understand beliefs and perspectives about pedagogy

› intentionally, over time, collaboratively developing a shared language about pedagogy based on contemporary research and evidence

› supporting teachers to use an agreed common language to talk about pedagogy that includes definitions and examples of pedagogical approaches, practices and teaching strategies.

Schools do this by:

› collaboratively developing a data plan (in the AIP) to provide clarity regarding data activities and how data informs teaching and learning

› building the data literacy of leaders and teachers to analyse and respond to data

› creating opportunities for teachers to routinely and collaboratively analyse disaggregated data to determine the impact of pedagogies currently employed.

Schools do this by:

› building school leader and teacher knowledge and understanding of the three principles of pedagogy — the curriculum, the learning and the learner

› supporting teachers to leverage off shared understandings and language about pedagogy and their impact reflected in data to make deliberate, responsive and timely pedagogical decisions to differentiate teaching and learning

› investing in the capability and confidence of teachers to use the principles of pedagogy to determine the pedagogical approaches, practices and teaching strategies that are most appropriate to meet the diverse learning needs of each student.

Schools do this by:

› building the capability of teachers to use approaches, practices and teaching strategies appropriate to the three principles

› developing a sequence of teaching and learning, as part of unit planning, that includes the different types of pedagogies that will be employed

› embedding opportunities within teaching and learning and school-wide processes for teachers to use data to review and refine the use of pedagogies for groups and/or individual students

› embedding pedagogical focused conversations and decision-making into curriculum planning and moderation.

Schools do this by:

› implementing ongoing, cyclic processes to ensure a whole school approach to pedagogy remains relevant and responsive to the diverse learning needs of students

› evaluating the impact of pedagogies employed using data as part of moderation and other collaborative data-informed conversations

› measuring improvement against system priority support measures, school and group and/or individual targets.

Queensland Government

Using the three principles to determine effective pedagogies

Schools consider the principles of pedagogy to determine effective evidence-informed pedagogical approaches, practices and teaching strategies

Determine pedagogies most effective in relation to the three principles

Curriculum Principle

Knowing what is going to be taught and the way content needs to be taught for the greatest impact on student engagement, learning and achievement. This may look like, collaboratively:

› Choosing the learning area/subject and the year level that is the focus for teaching.
› Unpacking the curriculum to develop a deep understanding of the pedagogical approaches embedded and/or naturally suited to the learning.
› Determining what this means for how the curriculum content should be taught.
› Using this understanding during planning and moderation processes to map out a sequence of teaching that will guide how the content is to be delivered.

Learner Principle

Knowing how the learners in a class need to be taught. This may look like, collaboratively:

› Reflecting on the diversity of learners to identify individual, group and collective strengths and needs.
› Identifying focus groups and/or individuals to be considered.
› Considering their age, characteristics and diversity and what types of pedagogies are appropriate to their learning needs.
› Determining how content is delivered for targeted cohorts and individual students.
› Capturing adjustments and differentiated practices in OneSchool *Personalised Learning Records* (PLR).

More information on the *Know students and how they learn* teacher standard is available at Australian Professional Standards for Teachers (APST).
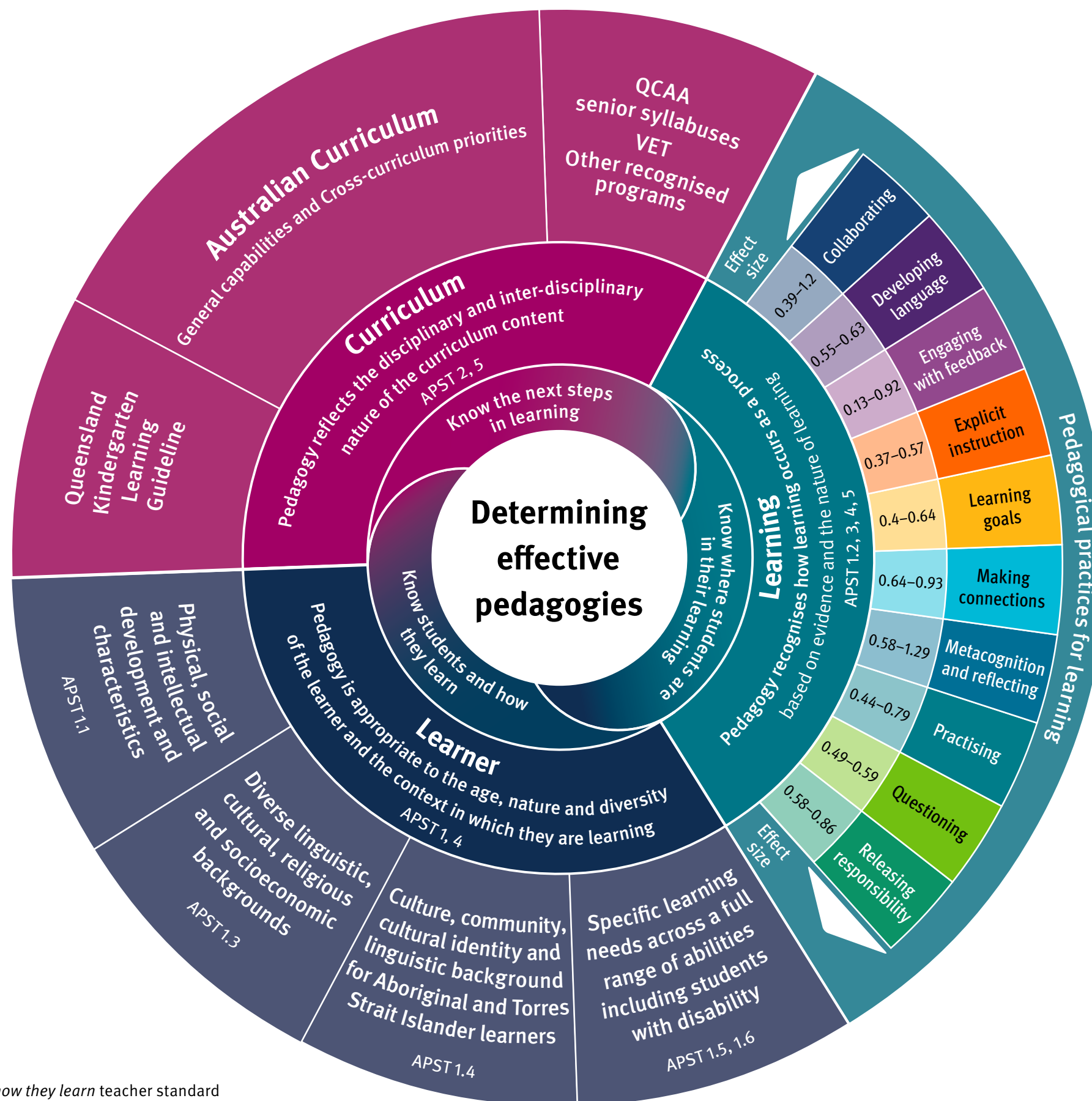
Learning Principle

Knowing the nature of learning, how learning occurs and how students move through the process of learning. This may look like, collaboratively:

› Identifying where learners are in the learning process, for example: surface, deep to transferral of learning.
› Monitoring how students are progressing with learning related to the relevant curriculum.
› Identifying pedagogies most appropriate to support students at each stage of learning.
› Reflecting on how students will progress from being dependent learners to being able to apply their understandings and skills independently.
› Determining which pedagogical practices for learning (PP4Ls)* will support students build and refine their understandings and skills and to move them along in their learning journey.
› Using PP4Ls to support a range of teaching strategies to address the diverse needs of the students to access curriculum content.

* The Department of Education, in collaboration with Australian Institute for Teaching and School Leadership (AITSL), reviewed contemporary research about learning. Ten pedagogical practices for learning were identified that surfaced most frequently in literature as practices having the greatest impact on student achievement and aim to move students' learning from dependent to independent. Pedagogical practices for learning are a non-exhaustive list of practices.

More detailed information and resources on the PP4Ls is available here.

Circular diagram: Determining effective pedagogies

Centre: **Determining effective pedagogies**

Curriculum — Pedagogy reflects the disciplinary and inter-disciplinary nature of the curriculum content — APST 2, 5
- Know the next steps in learning
- Australian Curriculum — General capabilities and Cross-curriculum priorities
- QCAA senior syllabuses, VET, Other recognised programs
- Queensland Kindergarten Learning Guideline

Learner — Pedagogy is appropriate to the age, nature and diversity of the learner and the context in which they are learning — APST 1, 4
- Know students and how they learn
- Physical, social and intellectual development and characteristics — APST 1.1
- Diverse linguistic, cultural, religious and socioeconomic backgrounds — APST 1.3
- Culture, community, cultural identity and linguistic background for Aboriginal and Torres Strait Islander learners — APST 1.4
- Specific learning needs across a full range of abilities including students with disability — APST 1.5, 1.6

Learning — Pedagogy recognises how learning occurs and the nature of learning based on evidence — APST 1.2, 3, 4, 5
- Know where students are in their learning
- Pedagogical practices for learning / Effect size:
  - Collaborating — 0.39–1.2
  - Developing language — 0.55–0.63
  - Engaging with feedback — 0.13–0.92
  - Explicit instruction — 0.37–0.57
  - Learning goals — 0.4–0.64
  - Making connections — 0.64–0.93
  - Metacognition and reflecting — 0.58–1.29
  - Practising — 0.44–0.79
  - Questioning — 0.49–0.59
  - Releasing responsibility — 0.58–0.86

Effect size should be used as a guide only, and is calculated by taking the difference in two mean scores and then dividing this figure by the average spread of student scores.

(Hattie, J. (2011). *Visible Learning for Teachers: Maximising Impact on Learning*, Taylor & Francis. For more information, access https://visible-learning.org/)