**BIRKDALE STATE SCHOOL – PEDAGOGICAL FRAMEWORK**

Our Framework for Effective Teaching and Effective Professional Feedback

**INTENT**

This Framework is intended to maximise student performance. It recognises that to do this we must focus on what we know to be best practice. Therefore, this Framework:

- Identifies three focus areas of teacher practice
- Identifies essential reflective practices
- Identifies the research that supports these practices
- Provides a model for the provision of feedback from self and colleagues.

**OUTCOME**

The teacher feedback process will result in self-improvement based on:

- class data
- feedback from colleagues, students and parents
- self-reflection

This will be achieved through:

- using this Framework actively seeking and responding to feedback
- As a result student outcomes will improve.

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**LEVEL OF PRACTICE**

- **Student expectations**
- **Teacher clarity**
- **Self-verbalization and self-questioning**
- **Peer tutoring**
- **Professional development**
- **Goals**
- **Teacher expectations**

**SELF-MOTIVATION**

- Teacher Clarity
- Self-Motivated

**PD FOR SELF-IMPROVEMENT**

- Goal Setting – Self & Students
- Feedback from Colleagues & Students

**FOCUS: PEDAGOGY**

- Uses Pedagogical Framework
- Analyses and uses data to inform teaching
- Differentiates
- Teaching of Higher Order Thinking Embedded
- Uses WALT/WILF in all KLAS
- Engages the Learners
- Seeks Feedback from Colleagues
- Goal Setting for Students

**PD – SCHOOL IDENTIFIED & SELF-IDENTIFIED PEDAGOGY RELATED TOPICS**

**FOCUS: PLANNING**

- Plans using the Australian Curriculum, School Programs &/or C2C
- Plans and Undertakes Assessment
- Knowledge of Content to be Taught
- Aware of student needs – behaviour, special needs
- Collects data & attempts to use data to inform planning
- Shared workload with teaching partner/s
- PO – school identified & organised
- ICTs – incorporated into planning in all KLAS; has/working towards ICT Certificate

**FOCUS: ROUTINES & PROCEDURES**

- Timetable – hours/KLA
- Behaviour Plan
- Uses essential skills
- Current displays
- Communication Environment
- Transitions
- ICTs

**INFLUENCE & EFFECT SIZE**

- **Student expectations**
- **Feedback**
- **Teacher clarity**
- **Self-verbalization and self-questioning**
- **Peer tutoring**
- **Professional development**
- **Goals**
- **Teacher expectations**

**EFFECTIVE TEACHING**

- **Providing formative evaluation**
- **Micro-teaching**
- **Classroom discussion**
- **Reciprocal teaching**
- **Spaced vs. mass practice**
- **Questioning**
- **Cooperative learning**
- **Teacher credibility**
- **Teacher-student relationships**
- **Classroom behaviour**
- **Teacher subject matter knowledge**

**EFFECTIVE PROFESSIONAL FEEDBACK**

Feedback has been shown to be one of the most significant activities a teacher can engage in to improve learner achievement. (Hattie, 1992)

**PURPOSE**

To improve student learning outcomes:

**Teacher Feedback to Self**

- Increased effort and employment of more effective strategies
- Identifying goals for improvement and seeking self-identified professional development and/or support

**Teacher Feedback from Colleagues**

- Providing appropriate challenging and specific goals.
- Assisting and supporting teachers to reach their identified goals through effective feedback, mentoring, coaching or other strategies relating to the levels of effective teaching practice.

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**FEEDBACK ANSWERS THREE QUESTIONS**

- **Feed Up**
  - Where am I going? (the goals)
- **Feed Back**
  - How am I going?
- **Feed Forward**
  - Where to next?

Each feedback question works at three levels:

- Task Level
- Process Level
- Self-regulation Level

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**GOALS ACHIEVED AND INCREASE IN EFFECTIVE TEACHING PRACTICES NOTICEABLE**

**PD – SCHOOL IDENTIFIED & ORGANISED**

- ICTs – incorporated into planning in all KLAS; has/working towards ICT Certificate

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Hattie says “effect sizes” are the best way of answering the question ‘what has the greatest influence on students learning?’ An effect size of 0.4 can be associated with about one year’s growth.