**Townsville Central State School Pedagogical Framework**

Developed by Tracey Kenway A/HOC Townsville Central State School 2014

Art and Design by Ranita Whebell

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**Curriculum Intent**

**Q1 What am I teaching?**
- What is the curriculum intent of the unit?
- What do students have to know and be able to do?
- What are the reading and writing demands of the unit? Analyse the unit for literacy demands.
- Intended curriculum identified from Australian Curriculum, QCAR, EYCG and C2C documents
- Differentiate by knowing the curriculum intent, knowing the students and then varying the pathways

**TCSS Curriculum Framework**

**Q2 Why am I teaching it?**
- What literacy skills will need to be explicitly modelled?
- What is the metalanguage that students will need to use?
- Gradual Release Model – Explicit Instruction
- WALT, WILF, TIB
- I DO, WE DO, YOU DO
- Modelled, Guided, Independent

**Q3 How will I teach it?**
- What teaching strategy will engage students?
- What is the reading and writing demand of the unit?
- Analyse the unit for literacy demands.
- Intended curriculum identified from Australian Curriculum, QCAR, EYCG and C2C documents
- Differentiate by knowing the curriculum intent, knowing the students and then varying the pathways

**Q4 How will I know when students have learned it?**
- Pre-test: What do students already know? What skills do students already have?
- Assessment for learning – use data to inform teaching, as learning – students reflect on learning to set goals, and of learning – using evidence to assess students against standards
- Assessment front-ended in planning process
- Share intentions, standards and success criteria with students
- Short term data cycle to inform planning

**Assessment**

**Q5 What next? – Reflect**
- Is a new teaching strategy required?
- What processes are there for students NOT improving?
- What is the next learning?
- Feedback is purposeful, timely, ongoing and instructional.
- Students know specifically what they need to do to improve
- Active partnership between students, teachers, parents with consistent approach to giving accurate feedback to all
- Celebration of success
- Visible goals

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**Explicit Instructions**

**Q1 How will I teach it?**
- What teaching strategy will engage students?
- What literacy skills will need to be explicitly modelled?
- What is the metalanguage that students will need to use?
- Gradual Release Model – Explicit Instruction
- WALT, WILF, TIB
- I DO, WE DO, YOU DO
- Modelled, Guided, Independent

**Q4 How will I know when students have learned it?**
- What evidence of learning will be collected?
- Are literacy skills improving?
- What instant, simple, usable data will be monitored?
- Make judgements against ACARA and QCAR assessment descriptors and Achievement Standards for reporting.
- Consistency of teacher judgements across year levels ( moderation)

**Making Judgements**

**Q4 How will I know when students have learned it?**
- What evidence of learning will be collected?
- Are literacy skills improving?
- What instant, simple, usable data will be monitored?
- Make judgements against ACARA and QCAR assessment descriptors and Achievement Standards for reporting.
- Consistency of teacher judgements across year levels (moderation)

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**Feedback**

**Q5 What next? – Reflect**
- Is a new teaching strategy required?
- What processes are there for students NOT improving?
- What is the next learning?
- Feedback is purposeful, timely, ongoing and instructional.
- Students know specifically what they need to do to improve
- Active partnership between students, teachers, parents with consistent approach to giving accurate feedback to all
- Celebration of success
- Visible goals

**Students**

- What do students already know?
- What skills do students already have?