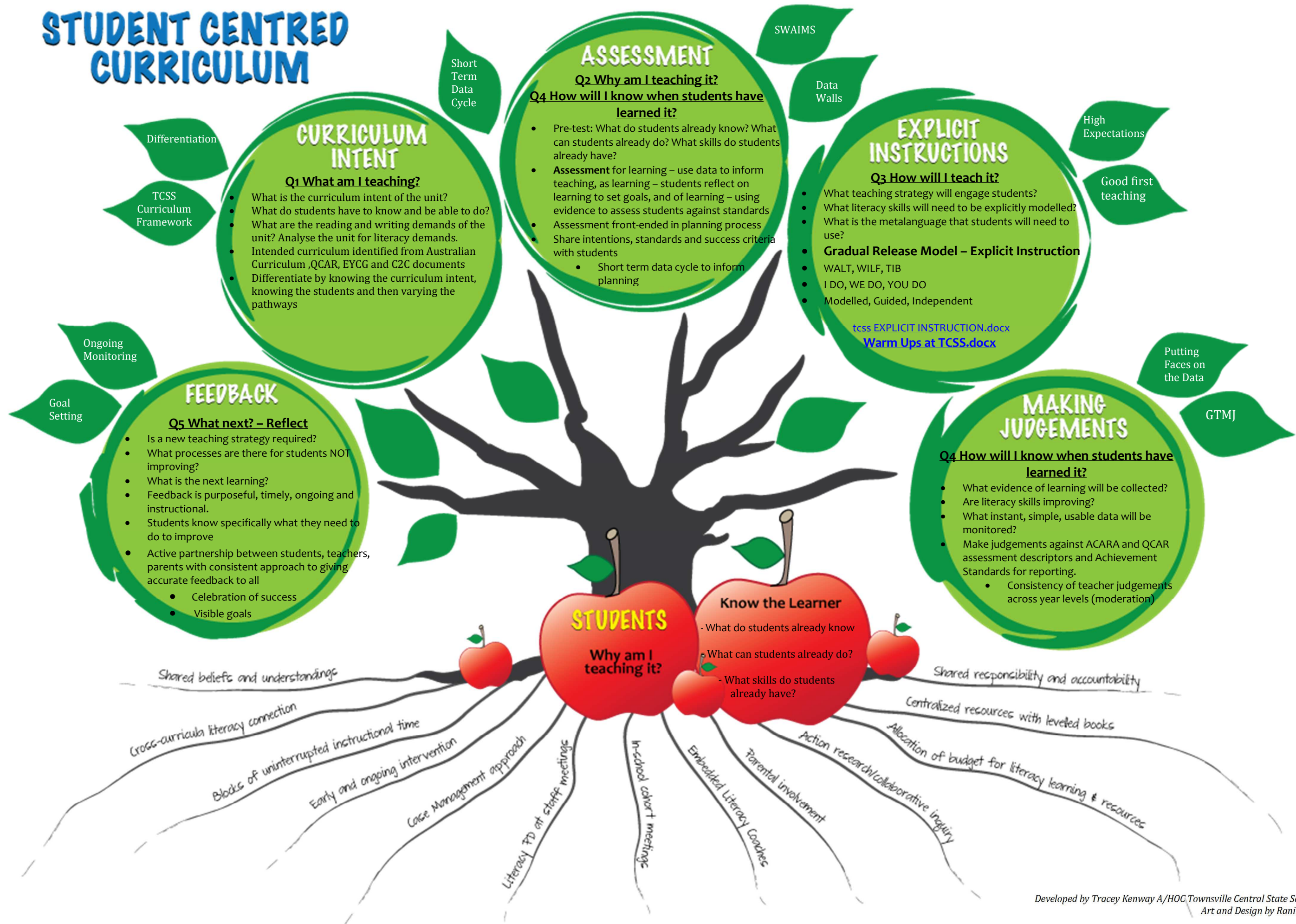


# TDWNSVILLE CENTRAL STATE SCHDDL PEDAGDICAL FRAMEWDRK

## STUDENT CENTRED CURRICULUM



### 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

### ASSESSMENT

**Q2 Why am I teaching it?**

**Q4 How will I know when students have learned it?**

- Pre-test: What do students already know? What can students already do? 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

### EXPLICIT INSTRUCTIONS

**Q3 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

[tcss EXPLICIT INSTRUCTION.docx](#)  
[Warm Ups at TCSS.docx](#)

### 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)

### 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