Teaching and Learning the EJ Way

For every child, every opportunity for every success

Intended Curriculum
- What do our students already know?
- What do they need to learn?
- How do we teach this?
- How will we know how well our students have learned?
- Where to next?

1. Implement the mandated curriculum
   - Australian Curriculum (English, Mathematics, Science, History, Geography)
   - Queensland Curriculum and Assessment Framework (SOSE, The Arts, HPE, Technology and LOTE)

2. Plan sequenced and aligned curriculum
   - Eagle Junction 2015 Whole School Curriculum, Assessment and Reporting Plan demonstrates spiralling curriculum delivery
   - The Eagle Junction Year Level and Unit Planning Process
   - Eagle Junction State School Agreement
     - The Teaching of Reading
     - Guided Reading
     - Writing
     - Spelling
     - Number

Additional resources
- Curriculum into the Classroom resources (C2C)
- Early Years Curriculum Guidelines linked to the Queensland Kindergarten Learning Guideline

3. Continually refine classroom planning
   - Year level planning and collaboration
   - Eagle Junction State School Australian Curriculum Learning Area Planning Proforma
   - Eagle Junction State School Differentiation Plan
   - Class and student Differentiation Plans
   - Professional Networks

4. Evidence we see:
   - Detailed Learning Area Planning Pro formas
   - Student Profiles
   - Focused Year Level Meetings
   - A common understanding of the alignment between planning, teaching, assessment and reporting

Assessment and Monitoring Practices
- What do our students already know?
- What do they need to learn?
- How will students demonstrate their learning?
- How will we know how well our students have learned?
- Where to next?

1. A clear purpose for assessment
   - Assessment and monitoring tasks that align with the intended curriculum
   - Assessment for learning - to use student progress to inform teaching as learning - to inform students' future learning goals
   - Assessment of learning - to assess student achievement against goals and standards

2. A range and balance of assessments
   - The Eagle Junction State School 2014 Internal Assessment and Monitoring Schedule
   - Front-end assessment practices

3. Planned assessment processes
   - Ongoing and timely monitoring of student progress using agreed standards and expectations - QCA P-9 Literacy and Numeracy Indicators
   - Year level agreed summative assessment tasks
   - Moderation processes to ensure common and rigorous judgements on the evidence of student achievement at school and cluster level
   - Provision of A & C standard exemplars jointly constructed and deconstructed with students

Student centred planning
- Differentiated assessment – opportunities for students to demonstrate what they know and can do
- Instructional planning of class, group and individual student needs
- Unambiguous assessment criteria

Evidence we see:
- Front-end assessment tasks consistent across year levels
- Range and balance of assessment
- Monitoring information used to plan and review assessment
- Guide to Making Judgments (GTJM) for all summative assessment tasks
- A & C standard exemplars to guide explicit and unambiguous criteria expectations for students

Teaching and Learning Priorities and Practices
- What do our students already know?
- What do they need to learn?
- How will students demonstrate their learning?
- How will we know how well our students have learned?
- Where to next?

1. Select effective teaching strategies
   - Balanced use of teaching strategies
     - Evidence we see:
     - On balance judgements
     - Feedback sources

2. Explicitly teach core knowledge, understanding and skills
   - Instruction guided by High Impact Teaching

3. Differentiate teaching
   - Understanding of and provision for varying learning styles
   - Differentiation of instruction to meet individual student needs
   - Deep knowledge of students and student capabilities documented on differentiation plans
   - Classroom Observations

4. Explicit teaching of literacy and numeracy
   - Literacy and numeracy instruction planned and embedded across all learning areas and year levels to maximise learning

Evidence we see:
- Feedback from Classroom Observations
- Learning intent visible for students in every lesson
- Student articulation of individual learning goals
- Embedded agreed practices and metalinguage

Making Judgements and using standards
- What do our students already know?
- What do they need to learn?
- How will we teach this?
- How will students demonstrate their learning?
- How will we know how well our students have learned?
- Where to next?

1. Achievement standards
   - Teachers understand and use the Australian Curriculum Achievement Standards and Content Descriptors

2. Moderation
   - Regular school moderation and teacher moderation to use standards, evidence and teacher agreement to achieve consistency of judgement
   - Provide clear expectations about quality performance to students
   - Build the capacity for individual and peer moderation
   - Establish and use a shared referral and moderation policy

3. Collection of student work
   - Ongoing monitoring of student progress in literacy and numeracy is communicated to students and used to establish clear goals and learning focus
   - Frequent interrogation of data to ensure the validity and shelf life of evidence of learning
   - Involves students in the analysis of their learning and encourage responsible learning
   - Provide clear expectations about quality performance to students

4. On balance judgements
   - Use of the QCAA’s Standards Elaborations for Learning Areas to ensure teacher judgements are consistent with Australian Curriculum expectations
   - Develop clear, specific criteria relevant to the task and set objectives
   - Teach students how to use task-specific standards descriptors and exemplars to plan and review their progress

Evidence we see:
- Shared Student Goal Setting
- Regular input of student learning on OneSchool
- Frontend assessment tasks consistent across year levels
- Range and balance of assessment
- Monitoring information used to plan and review assessment
- Guide to Making Judgments (GTJM) for all summative assessment tasks

Evidence we see:
- Focused reflection between all stakeholders
- Student articulation of individual learning goals
- Embedded agreed practices and metalinguage

Quality Feedback Practices
- What do our students already know?
- What do they need to learn?
- How do we teach this?
- How will students demonstrate their learning?
- How will we know how well our students have learned?
- Where to next?

1. Feedback sources
   - Teachers engage in self-feedback and receive quality feedback from peers and Leadership Team (classroom observations)
   - Teacher student conferencing
   - Parent Teacher Interviews
   - Student Report Cards
   - Student data linked to Teacher Developing Performance Conversations

2. Effective feedback
   - Use varied forms of feedback
   - Give timely and appropriate feedback to students
   - Provide quality feedback against explicit individual and group improvement goals
   - Ensure that students have quality feedback that informs assessment focus
   - Use of student data to provide evidence feedback about the quality of teaching
   - Seek quality feedback on teaching performance from students
   - Use of data and feedback to inform appropriate individual and group improvement goals
   - Self reflection and peer feedback
   - Individual, class and year level goal setting
   - Use of individual student achievement data to close the gap between where students are and where they need to be

Evidence we see:
- Focused reflection between all stakeholders
- Students engaging in self and peer feedback
- Students know their level of achievement in every lesson
- Teachers using student data to plan next steps in professional learning and capacity building
- Report cards reflect the language and content of the Australian Curriculum achievement standards in line with the Eagle Junction State School Reporting Guidelines
### Intended Curriculum
- P-12 curriculum, assessment and reporting framework
- Australian Curriculum
- Queensland Curriculum
- Eagle Junction 2014 Whole School Curriculum, Assessment and Reporting Plan
- EJ Planning Proforma
- EJ Agreed Practices – Reading

### Assessment and Monitoring Practices
- Eagle Junction State School Internal Monitoring and Assessment Framework
- QCAA Literacy and Numeracy Indicators

### Teaching and Learning Priorities and Practices
- High Impact Teaching
- EJ Differentiation Plan

### Making Judgements and using standards
- Australian Curriculum Achievement Standards
- QCAA Standards Elaborations

### Quality Feedback Practices
- EJ Developing Performance Plan template
- EJ P – 7 Reporting Framework