

The Pedagogical Model domains explained

This resource unpacks the five domains of the Pedagogical Model as a separate section, allowing teachers to focus their efforts and engage deeply with each domain. In practice, the domains do not exist in isolation. Teachers will switch between domains in response to student needs and learning program requirements.

Continua of practice illustrate varying levels of teacher practice for each domain, expressed through descriptions of proficiency. Descriptions specify increasing levels of sophistication and complexity of teachers' actions *before, during and after* the classroom implementation, as they are crucial to developing, implementing and improving learning programs. Teachers can use the Continua to reflect on their practice, make judgements about specific areas of teaching and set targets to move to the next level of proficiency. The Continua are closely aligned with the AITSL Classroom Practice Continuum, Australian Professional Standards for Teachers and Practice Principles.

Resources list key learning materials that teachers can use to increase their knowledge and build skills in each domain.

Success indicators describe behaviours that teachers and students may exhibit in relation to each domain. Examples provide a quick check for teachers and do not cover all domain aspects.

Illustrations of practice showcase best practice in each domain. Examples come from Victorian government school settings and include whole-school priority focus areas such as literacy and numeracy. These teaching stories demonstrate teachers' thinking process and specific actions taken to help students achieve intended outcomes.

Sample performance and development goals offer teachers examples of strategically set goals at different levels of the Continua. The goals follow the SMART format outlined in the Goal Setting Guide for Teachers (DET, 2017). They show how the goals may differ at various levels of proficiency and in different domains. Sample goals emphasise the importance of collaborating with colleagues, students and parents/carers, and using different types of evidence when evaluating the effectiveness of teaching and learning. Teachers are encouraged to refer to their School Strategic Plans and Annual Implementation Plans when developing individual goals in alignment with the whole-school improvement strategies.



Engage

Teachers know their students well and engage them in building supportive, inclusive and stimulating learning environments. Teachers motivate and empower students to manage their own learning and develop agency.

Continuum of practice

Each continuum level of teacher proficiency assumes proficiency at the previous level.

GRADUATE	PROFICIENT	HIGHLY ACCOMPLISHED	LEAD
<ul style="list-style-type: none">Teachers build safe learning environments that support students' wellbeingTeachers set learning goals that explain what students need to understand and what they must be able to doTeachers communicate high expectations and promote effort and hard workTeachers build on students' backgrounds, interests and prior knowledgeTeachers demonstrate knowledge of contemporary resources to enrich teaching and learning programs and to enhance student engagementTeachers engage with individual students and respond to their academic, social and emotional needsTeachers communicate with parents/carers and seek their knowledge and feedback	<ul style="list-style-type: none">Teachers collaboratively develop and implement protocols to build respectful, trusting and supportive environments to which students feel confident to contributeTeachers set explicit, challenging and achievable learning goals for all studentsTeachers develop and maintain a culture of high expectations and empower students to present their own ideasTeachers consider students' backgrounds, interests and prior knowledge to create authentic and meaningful learning opportunitiesTeachers provide opportunities for students to initiate and assist in planning school eventsTeachers build connectedness with parents/carers and the broader community to strengthen social ties, care and support for students	<ul style="list-style-type: none">Teachers co-design behaviour protocols with students to maintain a productive and safe learning environmentTeachers share ideas about how to involve students in curriculum planning, engage students in selecting tools and resources and respect students' genuine interestsTeachers collaborate with colleagues and students to develop and maintain a culture of high expectations for all students by setting appropriate and challenging learning goalsTeachers model and share with colleagues strategies for creating an energised and focused learning environmentTeachers develop and share strategies to build students' capacity to participate in whole-school decision-makingTeachers support their colleagues to collect, analyse and share feedback from students and parents/carers to inform future planning	<ul style="list-style-type: none">Teachers model and demonstrate how to collaboratively develop shared norms and responsibilities for reinforcing protocols with studentsTeachers lead colleagues to evaluate the appropriateness of learning goals to improve student outcomes and engagementTeachers work with colleagues to select a range of tools to receive regular student feedback on classroom climateTeachers lead processes to evaluate the effectiveness of strategies to raise student engagementTeachers initiate, lead and evaluate processes to build students' capacity to participate in whole school decision-makingTo strengthen social ties, care and support for students, teachers lead processes to monitor and evaluate connectedness with parents/carers and the broader community

Resources

- AITSL video Supporting participation (primary school)
<https://www.aitsl.edu.au/australian-professional-standards-for-teachers/illustrations-of-practice/detail/d4P00066>
- AITSL video Engaging parents and carers (primary school)
<https://www.aitsl.edu.au/australian-professional-standards-for-teachers/illustrations-of-practice/detail/d4P00067>
- Are You Making a Difference? (ruMAD) Website: Engaging young people in leading and learning.
<http://ofisnsw.org/makingadifference/>

- Martin, A. (2013). From will to skill: The psychology of motivation, instruction and learning in today's classroom. *Journal of Teacher Education*, 64(3), 219-235.
- Marzano, R.J. & Pickering, D.J. (2010). The highly engaged classroom. Centennial, CO: Marzano Research.
- Tully, L. (2017). Engaging fathers. InPsych, 39(6).
- What Works. The Work Program. Website provides materials to build awareness, form partnerships and work systematically to improve outcomes for Australian Indigenous students:
<http://www.whatworks.edu.au/Action/4/IndigenousPage>

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This domain is demonstrated when students:

- feel valued and supported in the classroom as evidenced by their active participation in discussions
- actively engage in the learning process in the classroom and beyond
- feel comfortable and confident to provide feedback to the teacher regarding their learning experiences

This domain is demonstrated when the teacher:

- seeks information and feedback from students and parents/carers to create meaningful learning experiences for students
- links the new material to students' prior skills and knowledge
- conveys high expectations for students through setting challenging but achievable goals, and supporting students in learning
- is consistent in reinforcing rules and protocols

Illustration of practice

SECONDARY - SCIENCE

At a large regional secondary school, five Year 7 Science teachers collaboratively identified the need to improve student engagement and stimulate student interest and curiosity in class. Teachers collaborated to develop a unit of work using the Rubie Goldberg Challenge approach, introducing students to the concept of a chain reaction. The teachers developed a unit for their students to plan, exploration and collaboration. Implementing the unit required building on students' interests and asking students to work in different learning spaces. At the beginning of the project, teachers explicitly taught students about collaboration – what it looks like and how it works. Students worked in groups to create a machine using a chain reaction. To evaluate student prior knowledge, teachers asked students to complete surveys before initiating the task. Survey items related directly to the need for the task and included: 1) Teachers engaged students to develop an assessment rubric and refine the criteria based on the design brief. The success criteria for the unit included 3) construction of the machine; 2) accuracy of the machine when measuring time; 3) students self-assessing their work. Students self-assessed against the first three task components. Teachers assessed the fourth component. To capture evidence of student learning, teachers used written tasks, took photos and filmed activities throughout the unit.

The project culminated in a competition day, with students showing their Rubie Goldberg machines. The project was a success and teachers noted that students were more engaged and more involved in the content of science. This increased student and teachers' better collaboration and build a sense of community in the school. Students took ownership of the project and elaborated on their ideas in a supportive environment. Teachers gained valuable insights into students' thinking and planning processes. This project demonstrated the importance of explicitly teaching both collaboration skills and subject content, and scaffolding the learning to support students as they moved from surface learning to deep learning.

Sample performance and development goals

PROFICIENT	LEAD
<p>By the end of this planning cycle, I want to have increased motivation among disengaged students in my class.</p> <p>To achieve this goal, I will use the FISO Improvement Cycle to plan my inquiry, identify possible causes of disengagement, design strategies for increasing motivation, and gather and interpret relevant data.</p> <p>To learn how to do this, I will use the FISO Improvement Cycle, Practice Principles and HTS to reflect on my current teaching and further my knowledge about student engagement. I will talk to students about their experiences in class to gather initial data on the reasons behind disengagement. I will work in a PLC to develop three strategies to increase student participation in class. I will test each strategy using the FISO Improvement Cycle, comparing notes with colleagues and adjusting my approach as needed.</p> <p>I will have achieved my goal when:</p> <ul style="list-style-type: none">my learning program clearly outlines new strategies developed through this projectI continuously work with students and colleagues to adjust my approach and engage studentsstudent attendance rates and achievement increasepeer observation, my observation, and student survey and interview data indicate improved student engagement in learning	<p>By the end of this planning cycle, I want to help other teachers improve their skills in using different types of data to assess student engagement in learning.</p> <p>To achieve this goal, I will facilitate discussions with colleagues to reflect on current practices of assessing student engagement.</p> <p>To learn how to do this, I will review research literature on the topic, and use Practice Principles and HTS to reflect on my teaching resources. To learn how to do this, I will review research literature on the topic and use Practice Principles and HTS to develop teaching resources. Based on the identified areas for improvement, I will develop a short presentation and a list of resources to help my colleagues use the FISO Improvement Cycle when evaluating practice. I will lead my colleagues to collect new data, identify engagement issues, design strategies to remedy issues, and plan to collect new data.</p> <p>I will have achieved my goal when:</p> <ul style="list-style-type: none">teachers collaborate to improve student engagement in learningteachers' learning programs clearly outline new engagement strategiesstudent achievement increasespeer observation, teacher self-reflection, and student survey and interview data indicate improved student engagement in learning.

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