Programming using the Quality Teaching Framework

The framework influences how and what you teach.
Questions to consider when planning teaching and learning activities.
Intellectual Quality Deep knowledge
What do I know about the unit / focus?
What deep knowledge forms the basis of the unit?
What deep knowledge do students need to develop in the unit / focus?
What deep knowledge do I explicitly need to teach the unit / focus?
Deep understanding
What activities will develop deep understanding of the focus?
How will students demonstrate deep understanding of the focus?
Problematic knowledge
Can aspects of deep knowledge be seen from different points of view?
Are opinions being explored and not just stated?
Whose viewpoints are missing?
Do the resources present a particular viewpoint?
Higher-order thinking
How will students manipulate key information and ideas, synthesise, generalise, explain, hypothesise or arrive at some conclusion or interpretation? Will students manipulate key concepts to solve problems and create new ideas?
What opportunities are students given to justify and hypothesise?
Metalanguage
What metalanguage (technical, topic related language) will be discussed, used, talked about and explained?
Significance Background knowledge
What background knowledge / experiences from outside school and previous lessons can be drawn on to introduce / link / reinforce focus?
Cultural knowledge
Have the perspectives of all groups within the class been respected and taken into account?
Can perspectives of other groups be included?
Knowledge integration
Will the focus go across more than one KLA / strand?
Are topics within the KLA meaningfully linked?
Connectedness
Have connections been made to real life purposes?
Have the connections been made clear to students?
Narrative
Will stories be used as part of the lesson to develop, reinforce and demonstrate the focus?

Quality Learning Environment
Explicit Quality Criteria
What is it I want students to learn?
How well do I expect them to do it?
How will I share the criteria with my students?
(Explicit quality criteria is related to deep knowledge and understanding and high expectations)

The framework influences teacher behaviour and classroom organisation.
Questions to consider about teacher behaviour and classroom organisation.
Quality Learning Environment Substantive communication
What activities and groupings will encourage and maintain communication across and within the class groups?
Are students using talk to learn?
High expectations
Are the expectations made clear!
Are the expectations reflected in the criteria?
Are the expectations the same for everyone?
Social support
What support needs to be modelled /scaffolded and encouraged so that all students learn, take risks and participate?
Student direction
What decisions are students going to make about activity choice and method of completion?
Will students have a choice of activity?
How can students be included in making decisions about their learning?

These elements come as a result of the teaching and learning, teacher behaviour and classroom organisation.
Quality Learning Environment Engagement
Which activities that relate to the focus will meaningfully engage all students?
Student self-regulation
Do the activities allow for students to be on task for all / most of the lesson?
Significance Inclusivity
Have all groups of students within the class been included in the activities? (boys, girls, Aboriginals, ability, NESB)

Planning and Programming using the Quality Teaching Framework

Stage _____ Year _____ Unit _____ Duration _____

What do I want my students to learn?	
What do students now know and understand?	
What do they need to learn?	
Syllabus outcomes	
Syllabus content	
Why does that learning matter? (to the students)	

What will I do to maximise student learning?		What will my students do (or produce)?
INTELLECTUAL QUALITY	**QUALITY LEARNING ENVIRONMENT**	**SIGNIFICANCE**
Deep knowledge	Explicit quality criteria	Background knowledge
Deep understanding	Engagement	Cultural knowledge
Problematic knowledge	High expectations	Knowledge integration
Higher-order thinking	Social support	Inclusivity
Metalanguage	Student self-regulation	Connectedness
Substantive communication	Student direction	Narrative

How well do I expect them to do it?	How will I know when they've learned it?
ASSESSMENT	
Informal formative assessment	Summative formal assessment

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