

New South Wales Quality Teaching Framework

The overriding purpose of the school, not always explicit but nonetheless evident, is to inculcate into children the prevailing social norms, values, and behaviours that will prepare them for economic, social and political participation in the larger culture. Each school is currently dominated by their own form of pedagogy for a variety of reasons. It is the quality of pedagogy that is presented to the students that determines a student's quality of learning and their level of skills to enter the world beyond school. Therefore, the NSW DET has developed a model of pedagogy, The Quality Teaching Framework which provides the explicit criteria and direction for delivering a pedagogy that may improve the engagement, connection, and substantive learning of all groups while catering for their individual differences and prepare students for the 21st century.

Quality learning tasks allow students of any age to have control over their learning while teachers are required to connect their previous and current knowledge to the emerging curriculum. Authentic tasks as those which involve engaging problems and questions of importance and substance in which students must use knowledge (and construct meaning) effectively and creatively. The Quality Teaching Model advocates the improvement of teaching practice and increasing student learning outcomes as the elements within the model are similar to students learning and therefore, becomes relevant to their lives. Through the use of quality learning tasks, students develop an understanding of the differences between the races and lessen the barriers that have been set up by ethnicity, race or gender. Using authentic practices provides students with the opportunity to participate in equitable tasks that provides them with the opportunity to demonstrate their abilities and achievements (Jones, 1990). From this, teachers can make judgments about student achievement and use the teaching and learning and assessing process (see Figure 1) effectively to increase and maintain student performance. Additionally, authentic tasks recognise student learning and abilities through a productive curriculum in partnership with the quality teaching model. In turn, student performance will be enhanced no matter what their ethnicity, family, social or economic backgrounds.

Leanne King