**CONTRIBUTIONS OF AUSTRALIAN PEDAGOGICAL APPROACHES TO TEACHING AND LEARNING IN PRIMARY SCHOOL SECTOR.**

STUDENTS NAME

DEPARTMENT & UNIVERSITY’S NAME

COURSE NUMBER

PROFESOR’S NAME

DUE DATE

**CONTRIBUTIONS OF AUSTRALIAN PEDAGOGICAL APPROACHES TO TEACHING AND LEARNING IN PRIMARY SCHOOL SECTOR.**

It provides schools, teachers, parents and students with a clear understanding of education and what students should learn. State territory and non-government authorities are responsible for delivering the Australian curriculum. This is includes decisions about

* Time frames
* Classroom practices
* Complementing resources

**HOW AUSTRALIAN PEDAGOGICAL APPROACHES CONTRIBUTE TO TEACHING AND LEARNING IN PRIMARY SCHOOL SETTINGS.**

When implemented together with the practice it enables teachers to maintain a line of sight between their own professional development and school wide improvement. The model consists five domains:

**ENGAGE**

This is giving learners freedom to explore the ideas that interest them. By having hands on experience that are relevant and stimulating. This helps teachers to know their students well and help in engaging them in building supportive, inclusive, and stimulating learning environments. Teachers motivate and empower students to manage their own learning develop agency. This also increases the socializing aspects of students and the desire to learn.

**EXPLORE.**

This is to travel through the unknown to learn and discover new information. It helps students to direct their own inquiry and be actively involved in the learning process that helps with student motivation.

Teachers present challenging tasks to support students in generating and investigating questions, gathering relevant information and developing ideas. They help students expand their perspectives and preconceptions, understand learning tasks and prepare to navigate their own learning. This helps peer teaching among the students.

EXPLAIN

It involves clarifying reasons, causes, context, or principles that underpin a particular phenomenon. It helps students to establish connections between conceptual and procedural knowledge.

Teachers explicitly teach relevant knowledge, concepts and skills in multiple ways to connect new and existing knowledge. They monitor students’ progress in learning and provide structured opportunities for practising new skills and developing agency. This method uses demonstration and discussions.

ELABORATE.

This is where students use what they have learnt and expand them.

Teachers challenge students to move from surface to deep learning, building student ability to transfer and generalise their learning. They support students to be reflective, questioning and self- monitoring learners. This is be done by either interpreting, summarizing, making analogies, or effective note making.

EVALUATE

Teachers use multiple forms of assessment and feedback to help students improve their learning and develop agency. They monitor student progress and analyse data to draw conclusions about the effectiveness of their teaching practices, identify areas for improvement, and address student individual. Assessment of student learning takes place at different levels and for different purposes, including:

* Ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback, for teachers to inform their teaching and for students to inform their learning.
* Summative assessment for the purposes of twice yearly reporting schools to parents and cares on the progress and achievement of students.
* Annual testing of years 3, 5, 7 and 9 students’ levels of achievement in aspects of literacy and numeracy conducted as a part of the National Assessment Program-Literacy and Numeracy (NAPLAN).
* Periodic sample testing of specific learning areas within the Australian Curriculum as a part of the National Assessment Program. (NAP).

The pedagogical model supports teachers to design engaging and challenging learning experiences through planned integration of curriculum, pedagogy and assessment. It helps teachers to review their learning programs, guide self and group reflection, set professional development goals and plan and implement the specific steps to achieve those goals.

**REFERENCES.**

Department of Education. (2022). Belonging, being and becoming: The early years learning framework for Australian children’s Education & Care Quality Authority.

Australian Curriculum, Assessment and Reporting Authority (ACARA)