

SATURDAY SEPTEMBER 4

SUNDAY SEPTEMBER 5

PRODUCTIVE PEDAGOGIES

General

Productive Pedagogies form part of the Education Queensland Department's New Basics project, which has three elements:

1. **New Basics** refers to categories for organising curriculum. There are four (4) curriculum organisers:
 - Life Pathways and Social Futures
 - Multi-literacies and Communications Media
 - Active Citizenship
 - Environments and Technologies
2. **Rich Tasks** refers to inter-disciplinary activities that have real-world value and use.
3. **Productive Pedagogies** focus on the learning process. There are 20 Productive Pedagogies which are categorised in four dimensions:

1. Intellectual Quality

- Higher Order Thinking
- Deep Knowledge
- Deep Understanding
- Substantive Conversation
- Knowledge as Problematic
- Metalanguage

2. Connectedness

- Connectedness to the World
- Problem-based Curriculum
- Knowledge Integration
- Background Knowledge

3. Recognitional Difference

- Cultural Knowledge
- Inclusivity
- Narrative
- Group Identity
- Active Citizenship

4. Supportive Classroom Environment

- Student Direction
- Social Support
- Academic Engagement
- Self-Regulation
- Explicit Quality Performance Criteria

For a full and comprehensive insight, refer to the Education Queensland website:

<http://education.qld.gov.au>

under the heading '**Learning and Teaching**' click on '**Pedagogy**'

The '**Productive Pedagogies (New Basics)**' site has in-depth explanations, continuums of practice and examples of how the Productive Pedagogies can be implemented in the classroom. This website is thoroughly recommended.

In the following weeks, each of the four dimensions will be briefly outlined.

PRODUCTIVE PEDAGOGIES

1. Intellectual Quality

Background

Intellectual Quality seeks to ensure that students can understand bodies of knowledge, manipulate information and ideas and progress to the higher order thinking levels of application, evaluation, analysis and design.

Process

The six elements of Intellectual Quality include:

- | | | |
|------------------------------------|------------------------------------|------------------------------|
| a. Higher Order Thinking | b. Deep Knowledge | c. Deep Understanding |
| d. Substantive Conversation | e. Knowledge as Problematic | f. Metalanguage |

Observation

All of the Thinking Strategies used in this *Companion* (Strategies 1–21) are most effective with this Intellectual Quality dimension. (For our action-research results – please refer to our website, www.itcpublications.com.au.) You may also find Bloom's Taxonomy (Strategies 30–35) a useful background to this dimension.