

Productive Pedagogies (from QSRLS)



Intellectual Quality

1. Higher-order thinking - Is higher-order thinking occurring during the lesson? Is there evidence of conceptual depth, not content?
2. Deep knowledge - Does the lesson cover operational fields in any depth, detail or level of specificity?
3. Deep understanding - Do the work and response of the students provide evidence of depth of understanding of concepts or ideas?
4. Substantive conversation - Does classroom talk lead to sustained conversational dialogue between students, and between teachers and students, to create or negotiate understanding of subject matter?
5. Knowledge as problematic - Are students critiquing and second-guessing texts, ideas and knowledge?
6. Metalanguage - Are aspects of language, grammar and technical vocabulary being foregrounded?

Connectedness

7. Knowledge integration - Does the lesson integrate a range of subject areas?
8. Background knowledge - Are links with students' background knowledge made explicit?
9. Connectedness to the world - Is the lesson, activity or task connected to competencies or concerns beyond the classroom?
10. Problem-based curriculum - Is there a focus on identifying and solving intellectual and/or real-world problems?

Supportive classroom environment

11. Student direction - Do students determine specific activities or outcomes of the lesson?
12. Social support - Is the classroom characterised by an atmosphere of mutual respect and support among teachers and students?
13. Academic engagement - Are students engaged and on-task during the lesson?
14. Explicit quality performance criteria - Are the criteria for judging the range of student performance made explicit?
15. Self-regulation - Is the direction of student behaviour implicit and self-regulatory?

Recognition of difference

16. Cultural knowledges - Are non-dominant cultural knowledges valued?
17. Inclusivity - Are deliberate attempts made to increase the participation of the diversity of students?
18. Narrative - Is the style of teaching principally narrative or is it expository?
19. Group identity - Does the teaching build a sense of community and identity?
20. Active citizenship - Are attempts made to encourage active citizenship within the classroom?