

## 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 Knowledges
- 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](http://www.itcpublications.com.au).) You may also find Bloom's Taxonomy (Strategies 30–35) a useful background to this dimension.

Saturday 4<sup>th</sup>Sunday 5<sup>th</sup>

## PRODUCTIVE PEDAGOGIES

### 1. Intellectual Quality

#### a. Higher Order Thinking

This is occurring when students are manipulating information and ideas. It involves students working on tasks at the higher ends of Bloom's Taxonomy (refer strategies 30-35). Therefore, students are:

Designing	Analysing	Evaluating
Synthesising	Discriminating	Building
Hypothesising	Recommending	Composing
Solving problems	Judging	Inventing

#### b. Deep Knowledge and c. Deep Understanding

Students demonstrate that they know and understand a topic well when they can **apply the principles**. This involves students:

Illustrating	Demonstrating	Solving
Comparing	Relating	Modifying
Contrasting	Deciphering	Anticipating
Computing	Calculating	Advising

#### d. Substantive Conversation

This is occurring when there is considerable interaction between teacher-student(s) or student-student(s) about ideas concerning a topic. Collaborative strategies that promote this include:

- 1:2:4 (Strategy 15, p.78) or 1:4:P:C:R (Strategy 16, p.82)
- Group Silent Card Shuffles with students justifying their responses (Strategy 3, p.30)
- Students ranking the results of a group Hot Potato or Round Robin (Strategies 18 & 12, p.90 & 66)
- The Jigsaw Strategy (Strategy 19, p.94)

#### e. Knowledge as Problematic

This involves students understanding and appreciating that knowledge is not fixed, but rather continually evolving. Therefore, the historical, political, social and contemporary influences on the **development of knowledge** is important. For example:

- The 1930 **Great Depression** was the impetus for J.M Keynes to formulate his 'Keynesian Economics' theories. Are these theories still relevant? Is monetary policy the more relevant policy in 2004? There will be multiple viewpoints on this issue.

#### f. Metalanguage

This occurs when there is **conversation about language**, such as:

- The meaning and origins of words.
- Specific technical vocabulary.
- Text structures and genres.
- The construction of good and improved sentences.