Drillham State School
Pedagogical Framework

OUR VISION: To provide an exceptional education that meets the differentiated needs of every child; empowering them with confidence, knowledge and resilience to be the best they can be in their future endeavours.

OUR VALUES & BELIEFS
- The right for every child to learn and to achieve their best through pursuing excellence.
- A safe and supportive learning environment at all times.
- Developing the whole child by supporting individuality and differentiation.
- Learning is a partnership between home, school and community based on quality relationships; open, honest communication; and respect.
- Taking responsibility for one’s own actions and one's own learning.
- Care and compassion; tolerance and inclusion.
- Resilience, persistence and organisation.
- Equity of opportunity, resources and technological advancements.
- Moral and ethical conduct.
- Honesty and trustworthiness.
- Enough for all, forever.

Curriculum Intent
- What do our students already know?
- What do they need to learn?
- How will we teach this?
- How will we know our students have learned?

Sequence Teaching & Learning
- Use of age appropriate pedagogies employing the range of characteristics daily.
- Use of gradual release of responsibility model, scaffolding learning.
- Use of contemporary teaching strategies incorporating up to date technologies.
- Instruction begins where the student is at, with students working ‘at their level’ across the curriculum with different entry points in a multi-age setting.
- High expectations of student achievement and performance, raising the bar focused on high intellectual quality.
- Implement higher order and critical thinking.
- Understanding of and provision for varying learning styles.
- Differentiation of instruction and support children to meet individual student needs and learning styles through adjusting the nature and nature of knowledge and targeted teaching.
- Literacy and numeracy instruction planned and embedded across all learning areas.
- Employ tiered language development

Assessment
- Assessment is an integral part of the planning process.
- Assessment is:
  - for learning: to use student progress to inform teaching (formative)
  - of learning: to assess student achievement against goals and standards (summative)
  - as learning: to inform students' future learning goals (diagnostic)
  - Provision of exemplars and task specific standards of descriptors to be assessed.
  - Assessment and monitoring occurs throughout teaching and learning process.
  - Student progress tracked and reviewed at intervals to support targeted teaching through a range of data sources:
    - short term (unit),
    - medium (term/semester)
    - long term juctures (yearly)
  - Planning modified to meet specific class, small group and individual student needs.
  - Develop clear, specific criteria / GTMJ based on them.
  - Identify student tasks to meet student needs.

Expectations
- Use of the ACARA Standards
- Use of individual student achievement data to close the gap between where students are and where they need to be.
- Provide feedback to students by:
  - Ensuring it timely
  - Explicitly linking it to individual goals
  - Linking it to success criteria/assessment focus
  - Written / verbal communication
  - Mark work in a timely manner
  - Seek quality feedback on teaching performance from students
  - Use student data to provide evidence based feedback about the quality of teaching.
  - Use of data and feedback to inform appropriate differentiation and support student goal setting.
  - Use coaching and feedback for self-reflection and peer feedback.
  - Employ Glasser’s choice theory to develop autonomy of learning.

Expectations
- Use of Individual Student Achievement Data to close the gap between where students are and where they need to be.
- Use of feedback to support student learning.
- Use coaching and feedback for self-reflection and peer feedback.
- Involves classroom in the analysis and reflection of their learning, developing shared responsibility.

Feedback
- What do our students already know?
- What do they need to learn?
- How will students demonstrate their learning?
- How will we know how our students have learned?
- Where to next?