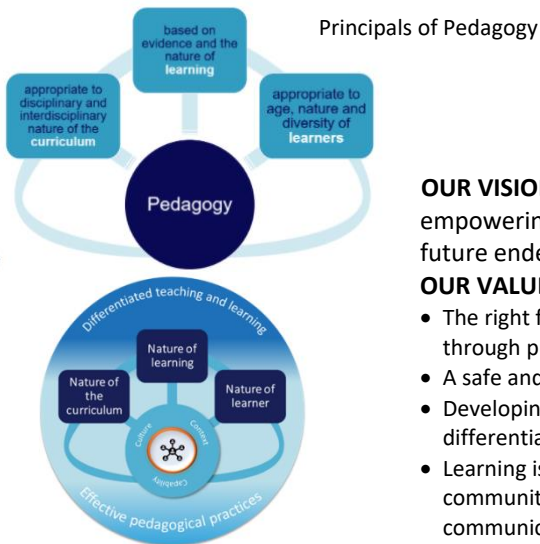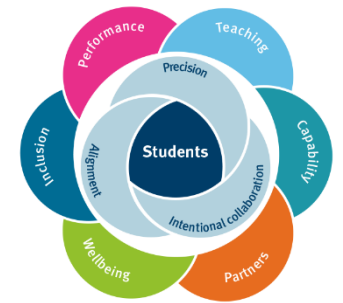Principals of Pedagogy

Drillham State School
Pedagogical Framework

OUR VISION: To provide an exceptional education that meets the differentiated needs of every child; empowering them with confidence, skills, 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.
- Equity of opportunity, resources and technological advancements.
- Care and compassion; tolerance and inclusion
- Resilience, persistence and organisation.
- Moral and ethical conduct.
- Honesty and trustworthiness.
- Enough for all, forever.

School Improvement Model
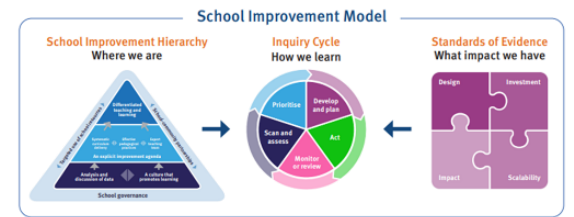
Core systemic principles	Student-centred planning	High expectations	Alignment of Curriculum, Pedagogy & Assessment	Evidence-based decision making	Targeted and scaffolded instruction	Safe, supportive, connected and inclusive learning environments

DIMENSIONS OF TEACHING AND LEARNING

Curriculum Intent	Sequence Teaching & Learning	Assessment	Making Judgements	Feedback
• *What do our students already know?* • *What do they need to learn?*	• *What do they need to learn?* • *How do we teach this?*	• *How will students demonstrate their learning?* • *How will we know how well our students have learned?*	• *How will students demonstrate their learning?* • *How will we know how well our students have learned?*	• *How will we know how well our students have learned?* • *Where to next?*
Expectations • Implementation of the Australian Curriculum for all learning areas. • Implement Queensland curriculum for instrumental music. • Support curriculum implementation through use of P-6 C2C material and alignment across grades. • Implement three level of planning: - Provision of Whole School Curriculum plan including Year and/or band plans & Unit plans • Student at the centre of practice, developing deep knowledge of students and student capabilities. • Use of authentic contexts with the curriculum being connected and challenging. • Focus on core literacy and numeracy content to develop automaticity of skills. • Focus on developing deep cognitive processing for vocabulary and comprehension. • Consider student background culture, knowledge and experiences. • High expectation of teaching practice to meet curriculum intent. • Teachers provided additional NCT and planning time to intentionally collaborate to improve tasks, marking guides, interpretation of assessment and reporting data and to differentiation.	**Expectations** • Gradual Release of Responsibility instructional model to deliver high impact teaching strategies. • Data informed teaching • Use of age appropriate pedagogies and contemporary teaching strategies supported by effective digital platform • Promote a culture of learning setting high expectations of student achievement and performance supported by goal setting. • General capabilities addressed through content of learning areas. • Implement higher order and critical thinking along with cognitive verbs. • Provisions / ICP's inform differentiation of curriculum delivery, to meet individual student needs. • Employ tiered language • Use guiding questions to promote collaborative conversations and cooperative and learning. • Utilise flexible spaces • Consider educational, social and community context within which teaching and learning occurs. • Students able to answer 5 questions regarding what and why they are learning. • Staff beginning to use learning walls. • Improved teacher expertise through subject specialisation • Time and opportunity provided for upskilling and intentional collaboration	**Expectations** • 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**) • Summative assessment aligned to 3 levels of planning. • Teacher moderated assessment tasks and marking guides used for assessment. • Standards are marked on the marking guide with alignment of A-E; recorded on students folio and in school mark book / OneSchool. • Assessment and monitoring occurs throughout teaching and learning process. • Student progress tracked and analysed at intervals to support targeted teaching and guide allocation of resources. • Assessment task differentiated to support the individual without impacting on the standard.	**Expectations** • Four stages of moderation shape judgments. • Folios written to the Australian standards allow of on judgement made for semester marks. • Ongoing collection of data to inform teaching, learning & feedback and establish student goals. • Use moderation and data to inform next step in teaching and learning. • Regular moderation of student work based on summative assessment of standards to achieve consistency of judgement at school and cluster (twice yearly) level. • Build capacity for student/peer reflection to facilitate a shared learning culture. • Involve students in the analysis and reflection of their learning, developing shared responsibility, utilising students' progress reports. • Use pedagogy principals and relevant data as per data schedule as part of moderations process to determine pedagogies most appropriate to moving students forward. • OneSchool reports using appropriate reporting scale, with achievement standard statements showing achievement level and areas for improvement.	**Expectations** • Use of individual student assessment and reporting data to close the gap between where students are and where they need to be. • Provide quality 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 • Use student data to provide evidence-based feedback about the quality of teaching. • Use of data and feedback to inform appropriate differentiation and support 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. • Develop capability and expertise of teaching team to support data-informed practice, evidence-informed decisions around student learning and wellbeing and school improvement. • Employ Inquiry cycle to determine next steps to student improvement and most effective pedagogies. • Utilise Professional Development Plans to support expertise in productive pedagogies. • Development of questioning and feedback.
Evidence we see: • Whole School Curriculum Plan • Three levels of planning • Marking guides and task sheets • Student profiles • A common understanding of the alignment between what is planned, what is taught, what is assessed and what is reported. • Authentic, respectful, and trust worthy student-teacher relationships. • Reference to minimum time allocation.	**Evidence we see:** • High expectations with every student succeeding with one year's growth for one year's learning. • Enactment of Student Code of Conduct, with same day response in a safe, supportive and respectful environment. • Student articulating their learning and learning goals. • Individualised instruction • Purposeful use of data to influence teaching and learning • Teachers supporting each other, focusing on areas of expertise.	**Evidence we see:** • Implementation of assessment schedule & data literacy plan • Summative assessment using marking guides based on Australian standards. • Tracking of student progress and achievement. • Differentiation of assessment tasks to meet student needs.	**Evidence we see:** • Teachers using student data and to plan next steps in professional learning & capacity building • Discussions with other staff, parents and students based on data. • Student goal setting • Cluster / like schools moderation • Support services referrals and actions. • Staff participation in coaching and feedback to improve practice through structured reflection.	**Evidence we see:** • Semester Reporting • Parent-teacher interviews • Focused reflection between all stakeholders • Students engaging in self and peer feedback • Students articulating learning goals and the strategies using SMART goals. • Written feedback in student work and on assessment tasks • Increased autonomy and students seeing themselves as responsible for their own learning.
Resources • Australian Curriculum • Whole School Curriculum Plan • Three levels of planning • Curriculum into the classroom resources (C2C) • Early Years Curriculum Guidelines • Playgroup program • NAPLAN results • Early start data (literacy / numeracy continuum • Staff induction program • Staff wellbeing plan • CARA • Anita Archers 16 elements of explicit teaching	**Resources** • Teacher aide morning program • DSS curriculum programs / frameworks (Fitness, Reading, Writing, Handwriting, Spelling, Literacy and oral language) • Whole school approach to differentiated teaching and learning. • Student code of conduct • DSS uniform policy • Cooking and garden program • Prep literacy program • DSS TA morning program • DSS student engagement and wellbeing framework	**Resources** • DDSW assessment guidelines and benchmarks • Whole School Curriculum plan • DSS bookwork policy • DSS Homework policy • P-12 Curriculum, Assessment & Reporting framework (CARF) • Student progress reports	**Resources** • Australian Curriculum • Whole school moderation process • DSS Assessment schedule • DSS Data literacy plan • Student folios, mark books / OneSchool	**Resources** • DSS Assessment Schedule • School data profile • DSS Data literacy plan • DSS coaching and feedback process • Personal learning goals • Headline indicators • School opinion survey • Student services flowchart of action. • DSS PD & explicit improvement agenda • AIP & I4S • DSS student leadership & awards • Parent and community engagement plan

Effective Teaching Model (Flemming): Teacher-directed learning; Explicit instruction; Moving knowledge from short-term to long-term memory; Effective relationships between teacher and students.

Productive Pedagogies: Intellectual quality; Recognition of difference; Connectedness; Supportive classroom environment.

Be safe!
Blooms taxonomy – higher order thinking

Be responsible!
Choice theory (Glasser); Principles of SWPBS

Be respectful!
Multiple intelligences (Gardner)