



Wooroolin State School 2020 PEDAGOGICAL FRAMEWORK

Making Wooroolin PROUD – *Productive Responsible Organised United Disciplined*



Student-Centred Planning	High Expectations	Alignment of Curriculum, Pedagogy & Assessment	Evidence-Based Decision-Making	Targeted & Scaffolded Instruction	Safe, Supported, Connected & Inclusive Learning Environment
<p>Practices, Processes & Strategies:</p> <ul style="list-style-type: none"> Decision-based on knowledge of the students and their prior learning and attributes Range of agreed data used to tailor learning pathways and target resources  <p>Age-Appropriate Pedagogies</p>	<p>Practices, Processes & Strategies:</p> <p><i>Every Student – Reading, Engaged, Attending and Learning Every Student Succeeding At least one year's growth for one year schooling. Making Wooroolin PROUD</i></p> <ul style="list-style-type: none"> Comprehensive and challenging learning goals for each student based on agreed data sets Deep learning through higher order thinking and authentic contexts Agreed procedures for ongoing induction, coaching, mentoring and support in teaching and learning for all staff  <p>John Hattie – Zone of Desired Effects</p>	<p>Practices, Processes & Strategies:</p> <ul style="list-style-type: none"> Pedagogy aligned with curriculum intent and demands of the learning area/subject, general capabilities and cross-curriculum priorities of AC Assessment, with explicit criteria and standards, planned up-front and aligned with AC. Lesson design and delivery, including monitoring and data collection practices, consistent across the school and learning area Moderation practices with our school and across the cluster to support consistency of teacher judgement about assessment data 	<p>Practices, Processes & Strategies:</p> <ul style="list-style-type: none"> Teaching and learning informed by student performance data and validated research Quality evidence of the sustained impact of the agreed teaching methods is used to inform teaching and learning Agreed feedback practices for staff, parents and students  <p>Literacy Continuum</p>	<p>Practices, Processes & Strategies:</p> <ul style="list-style-type: none"> Comprehensive range of agreed contemporary teaching strategies that support curriculum intent, engage students and exploit available technology Differentiated and scaffolded teaching based on identified needs of students 	<p>Practices, Processes & Strategies:</p> <ul style="list-style-type: none"> Consistent, whole-school approaches to classroom and behaviour management, recognition of difference, student well-being and development of student autonomy Innovative, responsible and ethical use of digital technologies  <p>Positive Behaviour for Learning</p>
<p>Key Documents to Support Practice:</p> <ul style="list-style-type: none"> WSS Inclusion & Differentiation Policy AAP 	<p>Key Documents to Support Practice:</p> <ul style="list-style-type: none"> DDSW Region Charter WSS Bookwork Policy WSS Coaching & Feedback 	<p>Key Documents to Support Practice:</p> <ul style="list-style-type: none"> P-12 CARF, Assessment & Moderation in P-10, Whole School Curriculum, Reporting & Assessment Plans and Overviews 	<p>Key Documents to Support Practice:</p> <ul style="list-style-type: none"> QSR, AIP, I4S, SOS Regional and whole school data sets incl Headline Indicators and benchmarks/targets 	<p>Key Documents to Support Practice:</p> <ul style="list-style-type: none"> WSS Explicit Instruction Policy WSS Reading Framework 	<p>Key Documents to Support Practice:</p> <ul style="list-style-type: none"> Code of Student Conduct PBL Handbook Attendance Policy
<p>Evidence:</p> <ul style="list-style-type: none"> Individual Learning & Support Plans eg EBPs, PLPs, IBSPs, ESPs Curriculum Meeting minutes Use of AAP strategies 	<p>Evidence:</p> <ul style="list-style-type: none"> Individual profiles for reading based on case management Whole school PD plans/DPP logs PD, Induction and Coaching & Feedback logs 	<p>Evidence:</p> <ul style="list-style-type: none"> Differentiated GTMJ's School & Cluster moderation 	<p>Evidence:</p> <ul style="list-style-type: none"> Use of Literacy Continuum and PM reading markers to create data sets and learning plans PBL and Reading committee meeting minutes 	<p>Evidence:</p> <ul style="list-style-type: none"> Use of alternative learning programmes to support diverse needs eg Zones of Regulation, Use of ability groupings in maths, reading and spelling 	<p>Evidence:</p> <ul style="list-style-type: none"> Tier II level of PBL support PBL support documents and practices

