Marian State School – Pedagogical Framework

Guiding Principles of Pedagogical Practice and Classroom Routines: Teachers commit to the following whole school pedagogical practices

Curriculum Planning	Assessment	Teaching and Learning	Making Judgements	Feedback
What we want students to know, understand and be able to do.	*Evidence used to make judgements about student learning.*	*How curriculum is taught in order to maximise student learning.*	*Using standards to monitor progress & inform future learning.*	*Information & advice to improve teaching & learning.*
Our Planning: • Explicit Improvement Agenda • Australian Curriculum based Marian School Curriculum Plans • Marian SS Reading, Writing, Spelling, Maths Frameworks • Long and short term Curriculum Plans • Class Newsletters • Responsible Behaviour Plan	**Our Planning:** • Marian School Internal Monitoring Overview. • Term and Unit Assessment. • "Front End Assessment' practices (Learning Walls) including Assessment Criteria & Standards and 'C' grade exemplars.	**Our Planning:** • Appropriate pedagogical method. • Explicit Instruction. • Rapid Recall Routines. • Differentiated teaching practices. • Challenge Groups. • Higher Order Thinking. • Information & Communication Technology. • Productive relationships. • High expectations.	**Our Planning:** • Collegial moderation. • Learning goals each unit. • Individual student learning targets. • Range of triangulated student achievement data. • Assessment data management and analysis. • Program evaluation in response to student achievement outcomes.	**Our Planning:** • Teacher & student self-reflection. • Regular 'achievement' & 'process' feedback for students. • Individual Student Learning Goals. • Parent reporting and goal setting. • Collegial Feedback and capability development.

Our Key Strategies:
- **Staff regularly engage in professional development** activities – both school based and systemically facilitated.
- Staff build **professional capacity & capability** so as to contribute to whole school improvement practices via the annual Developing Performance Framework process.

Our Strategies:	Our Strategies:	Our Strategies:	Our Strategies:	Our Strategies:
• Enact Marian's current Explicit Improvement Agenda. • Use the Marian School Curriculum Plans. • Whole school Reading, Writing, Spelling, Maths Frameworks & Detailed Programs • Long & short term planning. • Regularly analyse diagnostic assessment data to plan & respond to students' learning needs via deliberate choice of teaching methodology and/or differentiated learning tasks. • Distribute Term Class Newsletters to advise parents of class curriculum overview. • Establish inviting and stimulating classroom learning environments. • Establish explicit bookwork expectations and standards. • Maximise the responsible behaviour of students by teaching behaviour expectations as detailed in our Responsible Behaviour Plan for Students and the Program Achieve social skilling program.	• Commit to whole school assessment practices as detailed in our Internal Monitoring Overview. • Use a variety of assessment formats according to purpose. • Use pre-test/post-test methodology to measure student achievement & improvement. • Regularly analyse assessment data to plan & respond to students' learning needs in order to inform future teaching and learning. • Learning Walls make obvious "front end" assessment requirements for students. • Learning Walls "front end" assessment by explaining Assessment Criteria & Standards to students, so that students are aware of assessment tasks and demands at the beginning of a lesson or curriculum unit. • Learning Walls provide students with "C" grade exemplars of assessment tasks.	• Sound Waves Phonics, PM Sight Words, P-2 & Yrs 3-6 Decoding Strategies, SCORE, Inference, Vocabulary & Fluency Strategies, SCOPE • Choose appropriate pedagogical method (Direct, Indirect, Interactive or Experiential Teaching) to meet curriculum demand and/or student learning. • Proficiently teach Explicit Instruction lessons for new content. • Prepare/present Rapid Recall Routines in English & Maths. • Target resources to facilitate differentiation based on students' abilities and learning needs. • Collaboratively teach Challenge Groups. • Facilitate deep learning through higher order thinking and authentic contexts for learning activities. • Purposefully use information & communication technologies to enhance learning outcomes. • Value and maintain teacher –student relationships that actively motivates, encourages and supports students. • Communicate high expectations for student bookwork & learning outcomes.	• Regularly participate in moderation activities to ensure consistency when making judgements about assessment outcomes. • Set and review unit Teaching/Learning Goals to direct future student learning. • Triangulate class, school and systemic data to maintain an accurate achievement profile for each student. • Review the achievement of individual learning targets each term. Set new targets for the next term. • Use appropriate methods to record assessment data so as to facilitate an analysis of individual and class strengths and developmental needs. • Maximise the use of the OneSchool platform for recording student achievement data. • Student achievement outcomes determine program evaluation.	• Set learning tasks are corrected and information is used to evaluate teaching effectiveness and successful learning. • Facilitate student goal setting using the "My Targets" structures based on current achievement. • Provide informative Semester Reports for each student. • Invite parents & students to feedback and goal setting discussions in Terms 1 & 3. • Self-reflect on professional practice so as to enhance pedagogical knowledge and skills. • Engage in collegial classroom engagement programs that provide opportunities to give and receive performance feedback. • Value induction, coaching and mentoring opportunities in building staff capacity.
Our Evidence: • All staff contribute to School Improvement Agenda • Marian Curriculum Plan determines 'what' is taught. • Subjects are taught as prescribed in the Reading, Writing, and Maths Frameworks. • Long (Semester) & short-term (Term/weekly) curriculum plans. • Range and balance of teaching methodology and differentiated learning tasks address data identified student-learning needs. • Class Newsletters distributed each term. • Inviting and stimulating classroom learning environments. • Explicit bookwork expectations and standards enforced. • Responsible behaviour of students.	**Our Evidence:** • Classroom, school and systemic assessment is completed. • Formative, Diagnostic and Summative Assessment is evident. • Markbooks (electronic or paper based) record concepts taught and associated student achievement. • Achievement/Improvement matrixes in use on a term by term or semester by semester basis. • Learning walls front-end assessment and are integral to teaching and learning programs.	**Our Evidence:** • A range and balance of pedagogical methods are used in all classrooms. • Explicit Instruction lessons as a 'default' strategy each week. • Rapid Recall Routines in English & Maths are used every day. • Differentiated teaching practices are evident in all classrooms. • Effective Challenge Groups are operational for Reading and Number. • Learning activities provide students with opportunities to develop Higher Order Thinking.	**Our Evidence:** • Collegial moderation processes are valued. • Teachers establish and communicate teaching/learning goals for each unit. • Triangulated assessment data exists for each student. • Individual student learning targets are set for Reading, Writing and Number Facts. • A range of student achievement data effectively documented. • Efficient assessment data management facilitates analysis and use of student achievement data. • Class and school programs are evaluated in response to student achievement outcomes.	**Our Evidence:** • Teachers and students regularly engage in self-reflection processes. • Assess and provide weekly **'achievement' & 'process' feedback** for a minimum of one English & one Maths learning task. • Teacher feedback in students' workbooks. • Students have learning goals for Reading, Writing & Number Facts. • End of **semester report cards** provide both 'achievement' and 'process' feedback so students know what they need to do to improve. • Parents are annually provided a minimum of two feedback and goal setting opportunities. • Staff capability development is enhanced by collegial feedback processes.