



## Whole School Approach to Pedagogy

- **Gradual Release of Responsibility -'I do, we do, you do'**
  - Alignment of pedagogy to support responsive and engaging curriculum delivery
  - Age-appropriate pedagogies- play-based, real life, life like
  - Warm ups / plough backs
  - Explicit teaching
  - Explicit success criteria ▶ goal setting
  - Learning walls
  - WALT, WILF, TIB
  - Genius Hour / Passion projects – encouragement of creativity
- School values: Varied and challenging learning; Consistency of practice;*

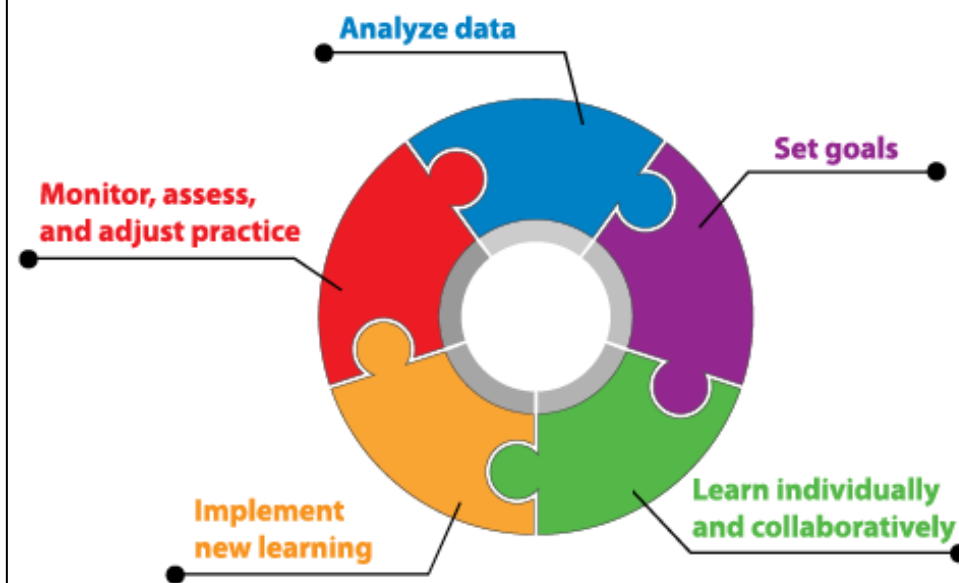
## Evidence-based Decision Making

- Data analysis and review on individual, class and school-wide basis (Data Plan)
- Data discussions in Professional Learning Teams
- Goal setting, success criteria, feedback
- Cycle of planning / teaching / assessing / reviewing
- Research based decision making: curriculum, pedagogy, interventions, support
- Quality assurance of curriculum and pedagogy

## High Expectations

- Belief that all students can have success
  - Unrelenting focus on continuous improvement: staff, students, school
  - Goal setting for students, using success criteria with feedback
  - Continuous improvement tracked via OneSchool
  - Student expectations communicated to parents.
  - Annual review of targets and benchmarks
  - Professional development for all staff: Developing Performance Framework, coaching, mentoring
- School values: Excellence – "Nothing but the best"; Academic Rigour*

## Teacher Learning Team Cycle



## KEY ELEMENTS

### Targeted & Scaffolded Instruction

- Interactive teaching – whole class discussion, cooperative learning, independent learning
- Structured review with drill and practice – surface learning to deep learning
- Transference of knowledge and skills from short-term memory to long term memory. Focus on automaticity as appropriate
- Scaffolding of learning for needs of different learners (differentiation / adjustments)
- Provision of learning that is intellectually challenging and meaningful to students
- Prep class: explicit teaching, plus intentional teaching via active learning and play-based experiences (age-appropriate pedagogies)
- Professional development for teachers to examine *how* students learn and how we need to teach, feedback loops
- Use of ICTs to enhance learning

*School values: Problem solving – creative thinking to solve social, academic & life problems;*

## Safe, Supportive, Connected and Inclusive Learning Environment

- Recognition and celebration of diversity
  - Positive and supportive classroom environments
  - Consistent school-wide behaviour management plan
  - Pause Program – emotional regulation
  - Respectful Relationships program
  - Recognition of difference – adjustments and inclusion
  - Parent and community partnerships
  - MGSS 'The BEST' intervention program - support and extension
- School values – Embracing diversity; Opportunities for success; Happy & engaged learners; Positive relationships; Safe, responsible & respectful behaviours*

## Empowering Learning

- Use of high yield teaching strategies
  - Responsive adjustments to units of work
  - Student goal setting: *success for all*, Personalised Learning Plans, adjustments, ICPs (as needed)
  - Co-constructed goals
  - Corrective feedback: immediate, specific, informative
  - Affirmative feedback: contingent, specific, compare student to themselves, positive, genuine
  - Peer feedback
  - Intervention based on data, supporting achievement in AC
- School values: Self-motivated learning with independent thinking*

## Collaborative Professional Learning Culture

- Collaborative decision-making and planning
  - Acknowledging and building on staff expertise
  - Professional Learning Teams
  - Focus Teams (Maths, Behaviour, Resources)
  - Observation, feedback and coaching
  - Watching others work
  - Cluster planning and moderation
- School values: Consistency of practice*