

Introduction

This Pedagogical Framework has been collaboratively developed with the school community and ensures continued high quality teaching focused on the achievement of every student. The process of collaboration has taken place via: face to face meetings (staff and P&C), communications in newsletters and email. The teaching staff has contributed to the development of this document after carefully reading and discussing the range of materials and resources listed on the Pedagogy Framework site.

<https://learningplace.eq.edu.au/cx/resources/file/f66ebbde-9978-4bfd-e445-b0f06cf4849f/1/index.html>

Values and Beliefs about Teaching and Learning

Our purpose is to provide the best educational outcomes for every student in our school. Our school community values a high standard of teaching and learning and believes there needs to be effective partnerships between staff, students and parents if children are to; be creative thinkers, have the foundation for life-long learning and global citizenship. This means that school community members must be respectful of each other and carry out the following broad aims;

Principal needs to	Staff need to	Students need to	Parents need to
<ul style="list-style-type: none"> • Provide strong instructional leadership • Support and guide school community members • Ensure the main focus is on student outcomes. 	<ul style="list-style-type: none"> • Be organised and proactive in all aspects of their duties • Understand and follow all the school's expectations, procedures, programs and processes. • Ensure the main focus is on student learning. • Engage in activities to improve practice. 	<ul style="list-style-type: none"> • Give every effort in all learning tasks • Take responsibility for their own learning at school and at home • Develop self-discipline and co-operate in all school activities. 	<ul style="list-style-type: none"> • Be highly involved in their child's education and encourage them • Follow the school's processes and procedures for learning tasks –e.g homework etc • Be involved and contribute to the school community. e.g P&C Activities

Research Validated Pedagogy (Approaches)

Our school is fortunate to have highly experienced staff members who have developed a plethora of excellent teaching practices during their careers. Our school draws upon a variety of pedagogical approaches, a wealth of research, a wide range of experiences with multiple year levels (including multi-age classes) and a deep knowledge of the school context to guide our teaching and learning approach.

Our programs would be most commonly aligned with two research validated approaches:

- Dimensions of Teaching & Learning *and*
- Productive Pedagogies

Overview of our framework

Our school's framework aligns the six core systemic principles to our procedures by;

- outlining processes for professional learning and instructional leadership to support consistent whole-school pedagogical practices, to monitor and increase the sustained impact of those practices on every student's achievement
- details procedures, practices and strategies– for teaching, differentiating, monitoring, assessing, moderating – that reflect school values and support student improvement

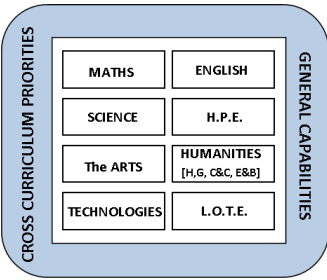

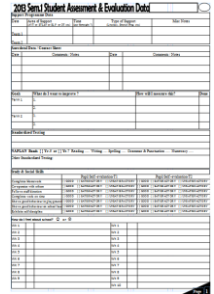
Availability of Framework

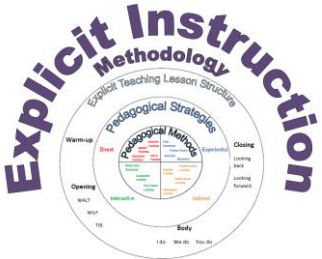
Our school's framework will be available for all school community members to read. It may be accessed:

- from the school website www.greenlanss.eq.edu.au
- as a hyperlink on the School's Strategic and Curriculum Overview page
- in paper format as required.

THIS DOCUMENT IS A FRAMEWORK AND IS NOT DESIGNED TO STAND ALONE. IT IS SUPPORTED BY MANY OTHER SCHOOL PROCEDURES AND POLICIES

Core Systemic	Principles	How do we do this?	Roles & Responsibilities / Related to other documents
Student-centred planning	<ul style="list-style-type: none"> decisions based on knowledge of the students and their prior learning and attributes range of agreed data used to tailor learning pathways and target resources frequent monitoring and diagnostic assessment to inform differentiation 	<p>Enrolment Interviews- each new family to the school must have an enrolment interview with the Principal. This allows the school to explain its policies, expectations and procedures. It also allows the school to gather data on the child to find the best placement.</p>	Principal, Parents Enrolment Packs
		<p>Differentiation XLS tracker- At least twice a year, each teacher updates the differentiation spread sheet located on G drive. This information indicates teaching strategies for individuals, student levels for various school based programs, informs teacher planning, informs school resourcing decisions and holds data from support personnel.</p>	Teachers Differentiation XLS
		<p>Homework program- Weekly homework is used as an important teaching and revision strategy. It needs to provide individualised tasks and well as school program activities (e.g. Spelling). The school has developed a format that should be followed by all teachers.</p>	Teachers, Parents, Students Homework Information Booklet
		<p>Student Groupings- Students are grouped in response to individual need and resource capabilities. School based curriculum programs (using National Curriculum, EQ resources e.g.C2C units, Essential Learnings) will provide the direction for clearly defined developmental levels allowing each child multiple opportunities to demonstrate learning outcomes.</p>	Principal, Teachers Programs on G drive / Core/ Curriculum
		<p>Diagnostic Testing- Teachers will use a variety of diagnostic testing to ensure that student programs are centred around need. These (e.g.PM Benchmarks) will be in line with Regional Benchmarks and listed on student data profiles.</p>	Teachers Data Profiles School Assessment Plan
		<p>Work Sample filing- each teacher must maintain a portfolio of student samples for each child. These may be held in classrooms and in digital formats (as required). These are then passed on to the next teacher. These will also include all data profiles.</p>	Teachers School Assessment Plan- folios
		High expectations	<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>Higher Order Thinking / Activities- A range of activities will be included in each class program to ensure the development of HOT skills. Established standards and proformas will be used by teachers to ensure suitable student standards. Activities may include; assessed talks (videoed for student files), reading projects (across multiple grades) etc.</p>	Teachers, Students, Parents Video files – V drive Teacher planning		
<p>Induction, Mentoring & Development-All staff will be involved in structured induction and development plans. Individual 1-1 meetings will be regularly held with the Principal to discuss performance and support required.</p>	Principal, staff members Induction checklists Staff Development plans		
<p>Professional Learning Plan & PD Logs- The school will create an annual Professional Learning Plan to meet the needs of the school, staff and system. It will be linked to the budget and Annual Implementation Plan. Staff will need to use the central PD log to list activities. These activities will be discussed during 1-1 staff meetings with the Principal.</p>	Principal, staff members Professional Learning Plan PF Log- G drive		
Alignment of curriculum, pedagogy and assessment	<ul style="list-style-type: none"> pedagogy aligned with curriculum intent and demands of the learning area/subject, general capabilities and cross-curriculum priorities assessment, with 	<p>School Programs- The school has created (or uses) a number of school based documents to support the implementation of the Pedagogy Framework. These include; Greenlands Maths Program, Greenlands English program, Greenlands Spelling program, Momentum Readers Program, Student ICT skills program, GB CoSS Life Ed, Greenlands Homework Guidelines etc. All teachers are to ensure they implement these programs in the classrooms so that we have effective curriculum alignment across the school.</p>	Principal, teachers, aides School programs – see Strategic Curriculum Overview School Assessment Plan KLA tracker
		<p>Annual Curriculum Overview- Each classroom teacher needs to design a curriculum overview for the year. This document briefly outlines the units of work in in each subject for each term. It needs to be complete with the early weeks on T1 and placed on G drive.</p>	

	<p>explicit criteria and standards, planned up front and aligned with teaching</p> <ul style="list-style-type: none"> • lesson design and delivery, including monitoring and data collection practices, consistent across the school and learning area • moderation practices to support consistency of teacher judgment about assessment data 	<p>Assessment Plan- The school’s assessment plan has been designed to adhere to Regional Benchmarks and school based programs. It indicates the range of formative, summative and diagnostic processes required across all year levels. Teachers must ensure that all planning meets the assessment plan expectations.</p> <p>Standards & Moderation- The school programs provide the standards required for achievement of students. There are established tests, revision sheets, rating scales and exemplars for student work. All teachers will be involved in district moderation at various times during the year. Both of these strategies will form the basis of teacher discussions and decision making about student achievement.</p> <p>Teacher Planning- All teacher planning is shared on G drive. Each term, teachers are expected to upload their planning by the end of the third week. This will then be discussed with the Principal in a 1-1 staff development meeting. Teachers need to be follow the school’s Maths and English programs. For other subjects areas, they must consult the KLA tracker to what areas need to be taught. All unit planning needs to contain; Unit Outline, Knowledge & Understandings & Skills, Weekly activities, Assessment activities, Links to Numeracy, Literacy and ICTs etc (general capabilities) Teachers are also required to hyperlink their planning to the KLA tracker. This helps teachers to ensure that all strands of each subject area are covered. It also allows teachers to look at each other’s planning. C2C Units may be used as a resource. Our school also follows the <i>Explicit Teaching lesson Structure</i> process. All classrooms should have the poster displayed and followed where possible</p> <p>Staff Networks- Our school is an active member of GB CoSS. This cluster groups organises a number of professional networks including P-3 teachers and Teacher Aides group. Staff are expected to participate in these network activities to improve professional practice.</p>	 
<p>Evidence-based decision making</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>Data Profiles- the student data profiles are the key tool for tracking student data for each child across the school. They are an A3 sheet for each semester which lists all the assessment data per child. [proformas are available on G drive] They must be maintained <u>each week</u> by class teachers. Students are to be given regular access to these documents (Yr.4-6- each week) These important tools also hold information about parent contact, overall semester results, learning support, student learning goals and much more. Teacher need to ensure that regular discussions are held with each child about academic and social progress. Every subject must be listed appropriate for each year level. When complete, data profiles must be filed into the student files.</p> <p>Systemic and School Data- The school personnel need to ensure they understand and use systemic data such as NAPLAN, attendance, disciplinary absences, academic grading, School Opinion Survey data etc. These data sets will be regularly discussed at staff meetings and made available as part of the school’s Strategic Curriculum Overview page (hyperlinks to school policies and data) NAPLAN is to be listed on student data profiles after each testing period and used to inform student learning goals. The school will also collect data such as Yr.7 graduate surveys. The school will publish data sets in newsletters, website and at P&C Meetings to ensure data is shared and understood. Trends from such data will play an important role in strategic planning and each teacher’s classroom planning and teaching.</p> <p>Student Reporting- Student reports must be processed according to the current EQ policy. Teachers will be given time lines by the Principal to ensure reports are issued each semester. Each subject area must give information on progress on all appropriate strands (e.g.11 strands of Maths etc) Comments need to be included that are individual so parents can see what may be done to assist their child. Our school encourages regular meetings with parents to discuss student progress. These meeting should</p>	<p>Teachers Student data profiles</p>  <p>Principal, staff members, parents Systemic School Data sets Yr.7 Graduate Surveys</p> <p>Principal, Teachers. Student Report files</p>

		<p>be tracked and listed on each student's data profile as well as listed on One School. Teachers should follow up (each term) to ensure parents have ample opportunity to meet with them for student progress updates. Teachers can access data on previous reports in two ways; check One School or check G drive for copies (which will contain comments not included in One School file format)</p>	
		<p>Curriculum Checks- Curriculum checks will be made on a regular basis by the Principal. These checks may be in a variety of formats including; classroom visits, collection of data profiles, modelled teaching episodes, collection of workbooks, feedback on classroom environment etc. Teachers will receive prompt feedback about each check from the principal. This is designed to improve teacher performance and student learning. Such Curriculum Checks may also be taken to assist in implementing systemic initiatives e.g. explicit teaching agenda. Opportunities to host visits from other schools and teachers may also take place to help with mentoring and coaching roles.</p>	<p>Principal, Teachers.</p> 
		<p>School Standards- The school has developed and implemented a number of standards that meet or exceed the National Curriculum expectations. These standards are implicit within a range of documents e.g School Assessment Plan. They list what is required for students to move between levels of school programs such as Spelling and Number Facts. They also include standards in connection with standardised testing such as PM Benchmarks and Informal Prose Inventory. These standards need to be carefully explained to students and parents so expectations are shared across the stakeholders. Teachers need to ensure they are familiar with these expectations and that they are fully implemented in each classroom.</p>	<p>Principal, teachers, aides School Assessment Plan Spelling program. PM Benchmarks, Prose Inventory etc</p>
		<p>Learning Support Resources- Resources to support the learning of students will be allocated by the Principal after consultation with staff. Such resources include; teacher aide time, STLaN, AVT resources. Classroom data (including student report cards, individual learning plans etc) will be used to allocate these important resources on a basis of student need.</p>	<p>Principal, Learning Support staff Student Reports Individual Learning Plans</p>

<p>Targeted and scaffolded instruction</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>School Programs / Processes- Within the range of school programs (see Alignment of curriculum, pedagogy and assessment section & Explicit Teaching Lesson Structure), teachers, students and parents need to follow the clearly established processes for revision. This would apply to areas such as weekly Maths Revision Sheets, Number Facts standards, Spelling Levels and progression standards (e.g. 85% on 100 word spelling test to pass to next level) Teachers must ensure they read and understand the processes outlined in the School Assessment Plan, Spelling Plan etc to ensure these processes are followed in <u>each</u> classroom to maintain a whole school approach.</p>	<p>Principal, teachers, aides, parents, students School Assessment Plan Homework policy Spelling Program</p>
		<p>Learning Support programs- Learning support teachers (STLaN, AVT etc.) must use programs that support and integrate with the established school programs. These teachers must ensure they meet regularly with classroom teachers to give progress updates. Appropriate notes need to be listed on the Differentiation XLS tracker by the STLaN</p>	<p>Principal, Learning Support Teachers Differentiation XLS Tracker</p>
		<p>Available Technology- The school is well resourced with the latest digital technology resources. (IWBs, laptops, projectors, wireless network) Teachers and aides need to ensure they exploit these resources to their maximum potential. Their classroom planning should indicate how they engage with ICTs as part of the General Capabilities of the National Curriculum. Classroom teachers need to also ensure that students fully engage with the Greenlands ICT Skills program. This needs to be regularly assessed and listed on student reports each semester.</p>	<p>Principal, teachers, aides, students</p>
		<p>Differentiation XLS tracker- This file is located on G drive and may be accessed through the Strategic Curriculum Overview page. It allows teachers to list their required differentiation and adjustments notes</p>	<p>Teachers Differentiation XLS Tracker</p>

		for each child in each year level. It also contains data on individual spelling levels, reading levels, behaviour concerns etc. By having this information in one central location, it allows all staff to use the information to help scaffold teaching to help meet the learning needs and styles of each child. Teachers need to update this information at least twice a year.	Strategic Curriculum Overview
Safe, supportive, connected and inclusive learning environments	<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. 	Learning & Wellbeing Framework- The school has established a Wellbeing Framework (as part of GB CoSS). This documents shows how we have addressed the key areas of; learning environment, curriculum & pedagogy, policies & procedures, Partnerships It is available on the school website and may be accessed through the Strategic Curriculum Overview page.	Principal, teachers, staff, parents, students Learning & Wellbeing Framework Strategic Curriculum Overview
		Responsible Behaviour Plan- The school has consulted with all stakeholders to develop a positive and proactive Responsible Behaviour Plan for students. It outlines processes and expectations for the encouragement of positive behaviour and for dealing with inappropriate behaviour. This plan is to be supported in classrooms by the establishment of rules (displayed in each room) and the appropriate classroom routines.	Principal, teachers, staff, parents, students Responsible Behaviour Plan
		Attendance Data- Teachers are expected to carefully monitor attendance rates. The school supports parents in this by outlining the expectations at enrolment, regularly sending home school attendance data, publishing parenting skills information. The Principal will follow EQ procedures to follow up on any attendance issues.	Principal, teachers, staff, parents, students School Information Book
		Student Performance Recognition- Weekly school assemblies will be held to reinforce the behavioural expectations of the school. Positive recognition of students will be made with the presentation of certificates. To promote a sense of family / team, we will also celebrate birthdays and student achievements at assemblies. Information about students achievement and improvements will also be published in the newsletters.	Principal, teachers, staff.
		Communication- Communication between all members of the school community is the key strategy to building the correct culture of the school. To help this process the school will use regular communication channels to work with parents. These may include; email, fortnightly newsletters, interviews, information afternoons (e.g. homework), curriculum articles (e.g. Curriculum Corner in newsletter), Principal reports at P&C meetings. Teachers need to ensure that any letters sent home to parents have been authorised by the Principal.	Principal, teachers, staff, parents, students School Information Book
		Assessment Planners- Assessment planners which cover all classes will be sent home each term. These will provide parents and students with indicative dates for major assessment items. Parents will be asked to sign the form to indicate they are aware of the processes.	Principal, teachers, parents, students Assessment Planners
		Open Door Policy for Parents- We encourage parents to be highly involved in our school. They can assist in classrooms and it is expected that they support the P&C projects throughout the year. Parent /Teacher interviews can be made at any time that suits parents and teachers throughout the year. This will be encouraged through newsletters and school information books.	Principal, teachers, parents
		Student Self Evaluation- It is important for students to be part of any data review process so each child knows their strengths and weaknesses. They establish learning goals and regularly reflect on how they progressing to meet their goals. Each child's data profile contains a self-evaluation section which is completed at regular intervals.	Teachers, students Student Data Profiles
		Use of Digital Technologies- The school has designed an ICT skills program for students to increase their ICT skill and inform the correct use of digital technologies. The standards required for each year level are included in our school assessment plan. Other details are contained in the Targeted and Scaffolded instruction section of this document. Students may also participate in opportunities to showcase their technology skill in activities such as the GB CoSS multimedia competition.	Principal, teachers, students Greenlands ICT program

The following provides a snapshot of the Greenlands State School's Strategic and Curriculum Overview page. This page is regularly updated and sent to the teachers. It is then located on the desktop of their CFT laptop enabling them to have the latest hyperlinks to each of the listed areas and policies.

