
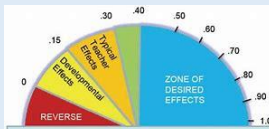


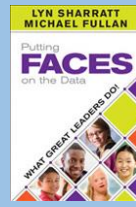
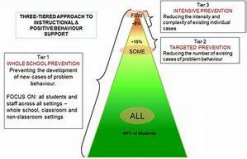




# Wooroolin State School 2018 PEDAGOGICAL FRAMEWORK

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><b>Practices, Processes &amp; Strategies:</b></p> <ul style="list-style-type: none"> <li>Decision-based on knowledge of the students and their prior learning and attributes</li> <li>Range of agreed data used to tailor learning pathways and target resources</li> </ul>  <p>Age-Appropriate Pedagogies</p>	<p><b>Practices, Processes &amp; Strategies:</b></p> <p><i>Every Day Counts</i> <i>Every Student Succeeding</i> <i>Making Wooroolin PROUD</i></p> <ul style="list-style-type: none"> <li>Comprehensive and challenging learning goals for each student based on agreed data sets</li> <li>Deep learning through higher order thinking and authentic contexts</li> <li>Agreed procedures for ongoing induction, coaching, mentoring and support in teaching and learning for all staff</li> </ul>  <p>John Hattie – Zone of Desired Effects</p>	<p><b>Practices, Processes &amp; Strategies:</b></p> <ul style="list-style-type: none"> <li>Pedagogy aligned with curriculum intent and demands of the learning area/subject, general capabilities and cross-curriculum priorities</li> <li>Assessment, with explicit criteria and standards, planned up-front and aligned with teaching</li> <li>Lesson design and delivery, including monitoring and data collection practices, consistent across the school and learning area</li> <li>Moderation practices to support consistency of teacher judgement about assessment data</li> </ul>	<p><b>Practices, Processes &amp; Strategies:</b></p> <ul style="list-style-type: none"> <li>Teaching and learning informed by student performance data and validated research</li> <li>Quality evidence of the sustained impact of the agreed teaching methods is used to inform teaching and learning</li> <li>Agreed feedback practices for staff, parents and students</li> </ul>  <p>Literacy Continuum</p>	<p><b>Practices, Processes &amp; Strategies:</b></p> <ul style="list-style-type: none"> <li>Comprehensive range of agreed contemporary teaching strategies that support curriculum intent, engage students and exploit available technology</li> <li>Differentiated and scaffolded teaching based on identified needs of students</li> </ul>  	<p><b>Practices, Processes &amp; Strategies:</b></p> <ul style="list-style-type: none"> <li>Consistent, whole-school approaches to classroom and behaviour management, recognition of difference, student well-being and development of student autonomy</li> <li>Innovative, responsible and ethical use of digital technologies</li> </ul>  <p>Positive Behaviour for Learning</p>
<p><b>Key Documents to Support Practice:</b></p> <ul style="list-style-type: none"> <li>WSS Differentiation Policy</li> <li>Early Years Philosophy</li> </ul>	<p><b>Key Documents to Support Practice:</b></p> <ul style="list-style-type: none"> <li>DDSW Charter for Improvement</li> <li>WSS Bookwork Policy</li> <li>WSS Coaching &amp; Feedback</li> <li>WSS Induction Manuals</li> </ul>	<p><b>Key Documents to Support Practice:</b></p> <ul style="list-style-type: none"> <li>ACARA &amp; C2C resource documents</li> <li>Whole School Curriculum &amp; Assessment Plans and Overviews</li> </ul>	<p><b>Key Documents to Support Practice:</b></p> <ul style="list-style-type: none"> <li>QSR, AIP, I4S, SOS</li> <li>Regional and whole school data sets incl Headline Indicators and benchmarks/targets</li> </ul>	<p><b>Key Documents to Support Practice:</b></p> <ul style="list-style-type: none"> <li>WSS Explicit Instruction Policy</li> <li>WSS Reading Framework</li> </ul>	<p><b>Key Documents to Support Practice:</b></p> <ul style="list-style-type: none"> <li>Responsible Behaviour Plan</li> <li>PBL Handbook/PBL Snapshot</li> <li>Digital Technologies Policy</li> <li>Attendance Policy</li> </ul>
<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Individual Learning &amp; Support Plans eg EBPs, PLPs, IBSPs, ESPs</li> <li>Curriculum Meeting minutes</li> <li>Use of AAP strategies – part of AAP Project 2017</li> </ul>	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Individual profiles for reading based on case management</li> <li>Whole school PD plans/DPP logs</li> <li>PD, Induction and Coaching &amp; Feedback logs</li> </ul>	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Differentiated GTMJIs</li> <li>Cluster moderation</li> </ul>	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Use of Literacy Continuum and PM learning markers to create data sets and learning plans</li> <li>PBL and Reading committee meeting minutes</li> </ul>	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Use of alternative learning programmes to support diverse needs eg Zones of Regulation, The Brave Project</li> <li>Use of ability groupings in maths, reading and spelling</li> </ul>	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Tier II level of PBL support</li> <li>PBL support documents and practices</li> <li>Employ TA:EI to support learning</li> </ul>

**Pedagogical Foundations & Signature Practices:** Lyn Sharratt (*A Case Management Approach*), John Hattie (*Visible Learning*), Anita Archer (*Explicit Instruction*), Age-Appropriate Pedagogies