

Boondall State School Pedagogical Framework

Boondall State School is committed to providing a safe and supportive environment for all students, staff and community members. Our overarching goal is to provide high quality education that improves students' academic outcomes and makes a positive difference to all. Students are encouraged to become resilient, independent, responsible and active community members through positive and engaging learning experiences in an inclusive environment. Instructional leadership ensures teachers are supported as they enact our clearly articulated improvement agenda. Implementing consistent pedagogy across the school is a major focus. High quality teaching is explicit, precise, meaningful and deliberate.

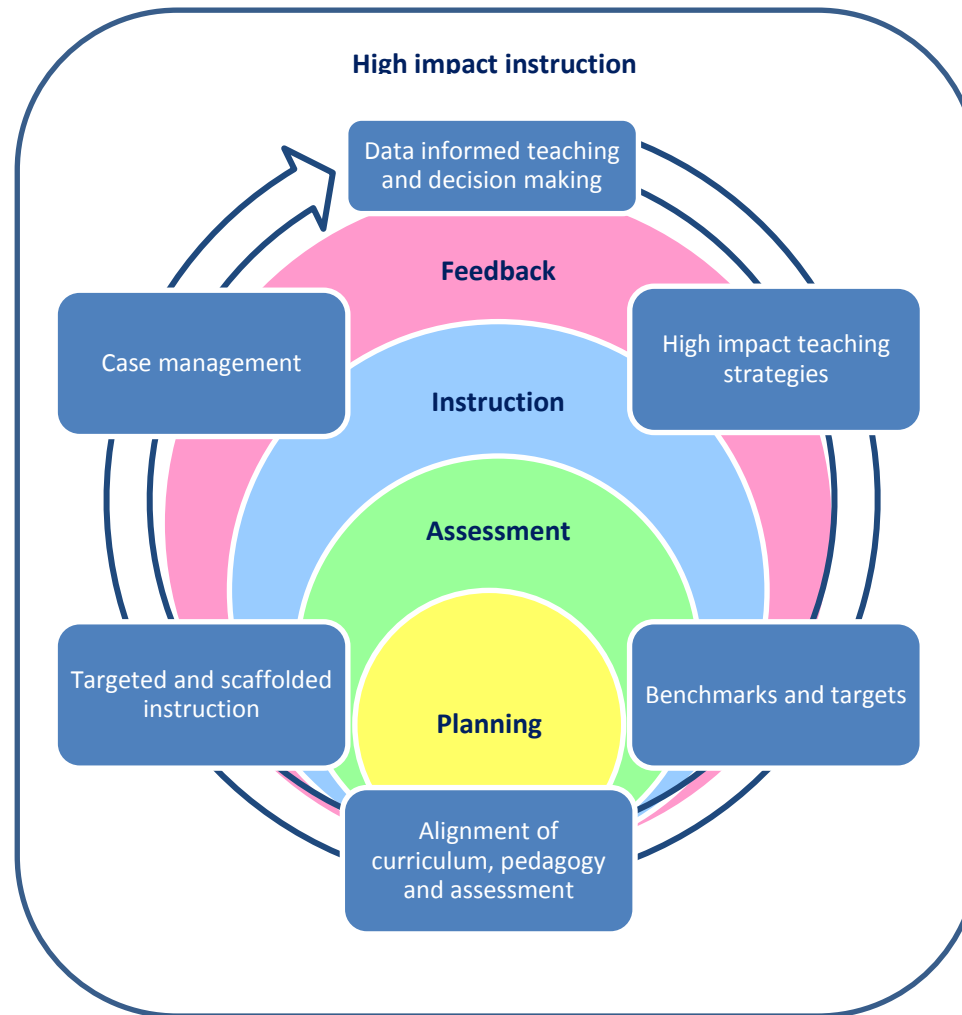
Central to our pedagogical framework are:

- ✓ engagement in professional teams
- ✓ focused professional learning
- ✓ instructional leadership
- ✓ high impact instruction

Intentional Instructional leadership

The leadership team will work with teachers to:

- engage in high quality leadership programs aligned to the [Australian Professional Standards for Teachers](#)
- lead and develop teacher quality to ensure students are improving and achieving
- ensure consistent practices in teaching and learning between classrooms and across the school
- communicate our school vision and beliefs
- accept personal responsibility for driving improvements in student learning
- provide explicit and timely feedback to develop leadership skills
- provide opportunities for collaboration within and beyond the school
- participate in instructional visits and learning walks



Professional learning

Coaching, observation, feedback and action to improve teaching quality and student outcomes through:

- beginning /new teacher induction and mentoring
- coaches working in partnership with teachers
- consistent teaching practices aligned to the pedagogical framework and quality standards
- focussed observations using an agreed framework
- data collection to inform teaching and learning
- ongoing professional learning
- high expectations for students
- expert teaching teams

<p>Planning</p> <p>Data informed teaching and decision making</p> <p>High impact teaching strategies</p> <p>Targeted and scaffolded instruction</p> <p>Case management</p>	<p>Planning</p> <ul style="list-style-type: none"> • Centred on student data • Australian Curriculum implemented • C2C units used as a resource • Ped framework applied • Range and balance of teaching strategies included • Differentiation/adjustments considered • Unpacking assessment tasks • Planning success criteria • Plan WALT,WILF,TIB • ICPs developed • Use of teacher aides/support team 	<p>Strategies</p> <ul style="list-style-type: none"> • Year level planning meetings • Data meetings using the cycle of inquiry • Case management meetings • Year at a glance document • Year level plans • Unit plans • Daily/weekly plans • Shared access to planning documents • Front end assessment • WALT,WILF,TIB • Success criteria collaboratively developed • Modelled responses shared 	<p>Evidence</p> <ul style="list-style-type: none"> • Consistency across year levels • Consistency in assessment (assessment conditions) • Differentiated instruction, including Age Appropriate Pedagogies in Prep-Year 1 • Use of teacher aides and support team • Modelled responses and success criteria visible in the classroom • Use of WALT, WILF, TIB throughout lessons • Year at a glance document • Year level plans • Unit plans • Daily/weekly plans • Detailed ICPs for identified students
<p>Assessment</p> <p>Benchmarks and targets</p> <p>Targeted and scaffolded instruction</p>	<p>Planning</p> <ul style="list-style-type: none"> • Reading Differentiation Map • Australian Curriculum implemented • Year level planning (formative and summative) • Marking guides linked to the Achievement Standards • Pre assessments developed • Range and balance of assessment techniques • Assessment schedule and diagnostic assessment data 	<p>Strategies</p> <ul style="list-style-type: none"> • Year level planning meetings • Case management • Formative assessments • Summative assessments • Differentiated lesson planning • WALT,WILF,TIB • High expectations • Student friendly marking guides • Tracking of student progress • Moderation (task/folio; internal/external) 	<p>Evidence</p> <ul style="list-style-type: none"> • Improved PM / Probe reading levels/ NAPLAN • Improved academic results • Accurate and timely data entry of standardised data in OneSchool • Consistency in teacher judgment • Moderation • Marking guides for all summative assessment • Assessment aligned to Achievement Standard • Formative assessment informing teaching
<p>Instruction</p> <p>Data informed teaching and decision making</p> <p>High impact teaching strategies</p> <p>Targeted and scaffolded instruction</p> <p>Coaching</p>	<p>Planning</p> <ul style="list-style-type: none"> • Consideration of student learning styles • Student data informs instruction • Knowledge of curriculum intent • Gradual release of responsibility (I do, we do, you do) • Consistent practices in teaching and learning between classrooms and across the school • PBL lesson planning 	<p>Strategies</p> <ul style="list-style-type: none"> • Differentiation of teaching strategies • I do, we do, you do • WALT,WILF,TIB • Differentiated learning goals • Range and balance of instruction • Essential skills in Behaviour Management • Coaching and mentoring • Instructional visits • Learning walks/Watching Others Work • Success Criteria and modelled responses 	<p>Evidence</p> <ul style="list-style-type: none"> • WALT,WILF,TIB visible • Learning goals evident • Students can articulate learning goals and next steps • Students achieving targets and goals • A-E achievement progress • Whole group, small group and individual teaching/learning • Students and staff using common language • Coaching and mentoring • I do, we do, you do evident • Range and balance of instruction • Bump It Up walls
<p>Feedback</p> <p>Benchmarks and targets</p> <p>Case management</p> <p>Coaching</p>	<p>Planning</p> <ul style="list-style-type: none"> • Feedback aligned to: <ul style="list-style-type: none"> ○ WALT, WILF,TIB ○ marking guides ○ student learning goals ○ success criteria ○ benchmarks and targets 	<p>Strategies</p> <ul style="list-style-type: none"> • Oral and written feedback • Conferencing with students • Peer feedback using success criteria • Visible learning goals • WALT/WILF/TIB • Monitoring of learning goals • Recognition and correction (PBL) 	<p>Evidence</p> <ul style="list-style-type: none"> • Students can articulate learning goals and next steps • Improved student learning outcomes • Written feedback in student work • Oral feedback • Report cards • Modelled responses/success criteria visible in the classroom

