2015 Ascot State School Pedagogical Framework
Marzano’s Dimensions of Learning & The Art and Science of Teaching

STATEMENT OF PURPOSE: LIFELONG LEARNING FOR LIFELONG SUCCESS

Our Values and Beliefs about Teaching and Learning

- Fairness, Respect, Excellence, Self-Esteem, Honesty

All children are unique individuals and each learns at different rates and in different ways. A teacher needs to be interested in each student and provide an inclusive, safe, connected, supportive classroom environment. Parents are partners in the educating of their child. Instruction must provide students with the opportunity to be challenged and for students to develop as resilient, confident, independent risk takers. Student growth and success occurs by setting high expectations, engaging students and focused teaching.

SUPPORTIVE LEARNING ENVIRONMENT (Refer to Learning Enhancement Framework)
Safe, supportive, connected & inclusive learning environments

Our School Values

- Safety, Respect, Excellence, Self-Esteem, Honesty

Student Leadership Program

Play is the Way

Mentor Program

Student Success/Wellbeing

Student Support Services

Induction Program

Buddy Program

Our Goals

We are committed to all students becoming successful learners – confident and creative individuals – active and informed citizens.

Planning we do:
Aligns with mandated curriculum:
- ACARA
- Essential Learnings
- Early Years Curriculum Guidelines
- Whole School Curriculum, School Policies and Programs, Assessment and Reporting Plan
- Australian Professional Standards for Teachers (APST)
- Individualised Student Learning Targets
- Whole School Curriculum
- Australian State School Assessment and Reporting Framework
- Differentiation assessment tasks
- Curriculum compaction
- Pre-testing
- Year Level Term overviews (Planning, Teaching and Assessment identified)
- Planning Meetings
- Year Level Meetings
- Personalised Learning Targets
- Use of a variety of techniques
- Differentiation process ensure to assess quality tasks assessment (all subjects)
- Individualised Student Learning Targets
- Award winning – ASOT Design Question 1 – What will I do to establish and communicate learning goals, track student progress and celebrate success?
- ASOT Design Question 10 – What will I do to develop effective lessons organized in a cohesive unit?
- Cyber safety
- Ethical use of digital technologies
- The Arts, HPE, ICT

Strategies we use:
- Whole School Curriculum
- Australian State School Assessment and Reporting Framework
- Differentiation assessment tasks
- Curriculum compaction
- Pre-testing
- Data Days/Data Analysis
- Use of a variety of techniques
- Moderation
- Student Progress Meetings to track individual achievements throughout the term
- Planning Meetings
- Habits of Mind
- Individualised student learning Targets
- ASOT Design Question 1 – What will I do to establish and communicate learning goals, track student progress and celebrate success?
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Strategic Intent

Do we know what we are teaching?

- The WHAT is the knowledge and skills we have identified as important for students to learn, and be able to do.

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Strategically, we aim to...

Provide opportunities for students to engage in purposeful tasks
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Strategic Thinking

- Whole School Curriculum
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Evidence we use:
- Student work samples
- Modified student work
- Individualised student Learning Targets
- Student portfolios
- A common understanding of the alignment between what is planned, what is taught, what is assessed, what is reported
- Exemplars

Evidence we use:
- Use of pre-testing
- Use of Curriculum compaction
- Differentiated assessment tasks
- Range and balance of types of assessment
- Use of Guiding to Making Judgments
- Teacher feedback provided to individual students
- Use of Formative Assessment
- Exemplars

Evidence we use:
- Feedback from Mentoring and Coaching
- Visible and purposeful use of WALT and WIL in classrooms
- Implementation of Ascot State School policies and frameworks in classrooms
- Australian Professional Standards for Teachers (APST)
- Performance Development Agreement
- Moderation – Data of Student Achievement
- Exemplars

Evidence we use:
- Use of GTJM
- Individualised Learning Targets
- Moderation Data
- One School report card data
- Celebrations of Learning – Terms 1 & 3
- Parent/Teacher Interactions – Terms 1 & 3
- Written feedback e.g. 2 Stars & A Wish
- Exemplars

Evidence we use:
- Students receiving feedback on tasks in the form of 2 Stars & A Wish
- Visible and purposeful use of WALT and WIL in classrooms
- Conversations between teachers and students on performance aimed at improving learning
- Students knowing their achievement levels from the GTJM on their assessment tasks
- Learning Targets derived from Teacher Feedback guides
- Data from One School reportcard
- Feedback
- Peer Leader Leaders

Lifelong Learning for Lifelong Success

- children are unique individuals and each learns at different rates and in different ways.
- A teacher needs to be interested in each student and provide an inclusive, safe, connected, supportive classroom environment.
- Parents are partners in the educating of their child.
- Instruction must provide students with the opportunity to be challenged and for students to develop as resilient, confident, independent risk takers.
- Student growth and success occurs by setting high expectations, engaging students and focused teaching.

Supportive Learning Environment

- Safe, supportive, connected & inclusive learning environments

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