



WOOLOOWIN STATE SCHOOL

2016 Pedagogical Framework – Gradual Release Model

Based on the Dimensions of Teaching and Learning

Working together to ensure that every day, in every classroom, every student is learning and achieving.

Know your students.

Know the curriculum.

Vary the pathways.

At Wooloowin State School, we believe:

- Every child has the ability to learn and succeed;
- A differentiated approach to teaching should be provided to cater for varying academic levels, learning styles and interests;
- A safe, supportive, stimulating and engaging environment should be provided and students should be encouraged to be 'risk takers' in their learning.

High Expectations

Teachers:

- ✓ Set Learning targets for students. [NAPLAN](#) and [PAT targets](#) set;
- ✓ Provide support to students to set and reflect on their own [learning goals](#);
- ✓ Explicitly plan for [differentiated instruction](#) to vary the pathways for learning;
- ✓ Embed [Higher Order Thinking Skills](#) into lessons and units of work;
- ✓ Use [effective questioning](#) / open ended questions/tasks;
- ✓ Plan authentic assessment tasks;
- ✓ Use digital technologies to engage and support/extend learners;
- ✓ Engage in ongoing [professional learning](#) as agreed in their [Annual Performance Review](#) informed by the [Australian Professional Standards for Teachers](#). Strategies include: [Induction](#) provided for new teachers, coaching by Head of Curriculum, peer mentoring, unit planning sessions, learning lounges, book club, teaching / whole staff [PD sessions](#).

Alignment of Curriculum, Pedagogy and Assessment

Teachers:

- ✓ Are familiar with the [Australian Curriculum website](#) ([Australian Curriculum](#) on G Drive), [Queensland Curriculum](#) and [WSS Curriculum Program](#)
- ✓ Front end assessment and use [Guide to Making Judgements](#), [Achievement Standards](#), [Standards Elaborations](#), [Australian Curriculum Portfolios](#), and [model responses / exemplars](#) as a criteria for success;
- ✓ Utilise [C2C units](#) as a resource to ensure alignment of curriculum and assessment;
- ✓ Develop and use [Wooloowin State School Planning Documents](#) to determine curriculum intent and demands;

Student Centred Planning

Teachers:

- ✓ Use [assessment](#):
 - For learning
 - As learning
 - Of learning
- ✓ Plan pre-assessment tasks for units and undertake inventory of student interests and learning styles to inform [differentiated planning](#);
- ✓ Frequently monitor student understanding ([planned formative assessment](#), [diagnostic assessment](#)) following School [Assessment plan](#);
- ✓ Analyse [NAPLAN](#), [PAT](#), Report Card A-E data, [Spelling Inventory](#) to set targets and develop strategies for individual students;
- ✓ Use the OneSchool class dashboard, [achievement tracker](#) and data wall to monitor student achievement in order to tailor learning pathways and target resources.
- ✓ Planned year level meetings enabling collaborative decision making

Targeted and Scaffolded Instruction

Teachers:

- ✓ Design instruction using a range of contemporary teaching strategies – [WALT and WILF](#), [Thinking Prompts](#), [Gradual Release of Responsibility](#), [QAR](#);
- ✓ Plan for and provide a differentiated program which is based on regular analysis of data, formative assessment and feedback from students;
- ✓ Direct resources to students for [support](#) / [EAL/D](#) / [extension](#) based on evidence.

Evidence Based Decision Making

Teachers:

- ✓ Regularly monitor student achievement. They plan pre, formative and summative assessment to inform short term and long term planning to meet the needs of students;
- ✓ Refer to [Student Portfolios](#)
- ✓ Provide regular verbal and written [feedback](#) to students;
- ✓ Engage in agreed [feedback practices](#) to staff (walk throughs, professional conversations);
- ✓ Provide regular feedback to parents (parent/teacher interviews, report cards, end of unit assessment, formal/informal meetings).

Safe, Supportive, Connected and Inclusive Learning Environments

Teachers:

- ✓ Follow the school's [Responsible Behaviour Plan](#) for Students to facilitate positive behaviours;
- ✓ Foster a positive classroom climate/culture that values diversity and encourages risk taking;
- ✓ [Establish and maintain consistent classroom routines and procedures](#);
- ✓ Complete [Curriculum Activity Risk Assessments](#) when required
- ✓ Are familiar with the [Learning and Wellbeing Framework](#).
- ✓ Believe that all students can learn/succeed;
- ✓ Celebrate student success;
- ✓ [Motivate and engage students through the innovative use of ICTs](#);
- ✓ Foster the responsible and ethical use of [digital technologies](#) by enforcing the school ICT user agreement.