



GGs WORLD SCHOOL

PADAGOGICAL FRAMEWORK

Values and Beliefs about Teaching and Learning

“At G.G.S. World School we continue to inspire young minds and nurture them in such that they go into become future leaders ready to take on the challenges of 21st Century. Like all great institutions we have a dreams, ambitions, and aspirations, ever forward and never to look back is a school spirit which we invoke to guide us through out.”

<u>Principal</u>	<u>Staff</u>	<u>Students</u>	<u>Parents</u>
<ol style="list-style-type: none"> 1. Provide strong instructional leadership 2. Support and guide school community members 3. Ensure the main focus is on student outcomes. 	<ol style="list-style-type: none"> 1. Be organized and proactive in all aspects of their duties 2. Understand and follow all the school's expectations, procedures, programs and processes 3. Ensure the main focus is on student learning 4. Engage in activities to improve practice. 	<ol style="list-style-type: none"> 1. Give every effort in all learning tasks 2. Take responsibility for their own learning at school and at home 3. Develop self-discipline and co-operate in all school activities. 	<ol style="list-style-type: none"> 1. Be highly involved in their child's education and encourage them 2. Follow the school's processes and procedures for learning tasks – e.g. homework etc. 3. Be involved and contribute to the school community. e.g. P&C Activities

Framework Overview

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, and moderating – that reflect school values and support student improvement.

SIX CORE SYSTEMIC PRINCIPLES

1. STUDENT CENTRED PLANNING

Principles	How do we do this?	Who / Resources
<p>Decisions based on knowledge of the students and their prior learning and attributes</p> <p>Range of agreed data used to tailor learning pathways and target resources</p> <p>Frequent monitoring and diagnostic assessment to inform differentiation.</p>	<p><u>Enrolment Interviews</u> - 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><u>Differentiation</u> - At least once each term, each teacher updates the students Learning Plan and relevant One School data. This information indicates teaching strategies for individuals, student levels for various schools based programs, informs teacher planning and school resourcing decisions.</p>	Teachers Student Learning Plans One School
	<p><u>Homework program</u> - Weekly homework is used as an important teaching and revision strategy. It needs to provide individualized 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 Policy
	<p><u>Student Groupings</u> - Students are grouped in response to individual need and resource capabilities. School based curriculum programs (using National Curriculum, EQ resources e.g. C2C units) will provide the direction for clearly defined developmental levels allowing each child multiple opportunities to demonstrate learning outcomes.</p>	Principal, Teachers GGS Curriculum Plan
	<p><u>Diagnostic Testing</u> - Teachers will use a variety of diagnostic testing to ensure that student programs are centered around need. These (e.g. PM Benchmarks, Probe) will be in line with Regional Benchmarks and listed on One School.</p>	Teachers One School GGS Assessment Plan

2. HIGH EXPECTATIONS

Principles	How do we do this?	Who / Resources
<p>Comprehensive and challenging learning goals for each student based on agreed data sets</p> <p>Deep learning through higher order thinking and authentic contexts</p> <p>Agreed procedures for ongoing induction, coaching, mentoring and support in teaching and learning for all staff</p>	<p><u>Data Sets</u> - As students move through the year levels; they will be involved in goal setting to improve learning outcomes. These will be frequently reviewed and measured against data sets. These will be displayed on data walls within each classroom.</p>	Teachers, Students, Parents Student Learning Plans One School
	<p><u>Higher Order Thinking / Activities</u>- A range of activities will be included in each class program to ensure the development of HOT skills. Established standards and performance will be used by teachers to ensure suitable student standards. Activities may include: reading projects (across multiple grades), Maths extension, RIGA Team, Coding etc.</p>	Teachers, Students, Parents Teacher Planning
	<p><u>Induction, Mentoring & Development</u>-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><u>Professional Learning Plan & PD Logs</u>- 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 Annual Implementation Plan (AIP). Professional Development will be logged on One School. These activities will be discussed during 1-1 staff meetings with the Principal.</p>	Principal, staff members Professional Learning Plan One School

3. ALIGNMENT OF CURRICULUM, PEDAGOGY AND ASSESSMENT

Principles	How do we do this?	Who / Resources
<p>Pedagogy aligned with curriculum intent and demands of the learning area/subject, general capabilities and cross-curriculum priorities</p> <p>Assessment, with explicit criteria and standards, planned up front and aligned with teaching</p> <p>Lesson design and delivery, including monitoring and data collection practices, consistent across the school and learning area</p>	<p><u>School Programs</u>- The school has created (or uses) a number of school based documents to support the implementation of the Pedagogy Framework. These include; GGS World Balanced Reading Program, North Coast Region Maths Program, Gin Gin Cluster Schools Writing Framework, Bullyard Curriculum and Assessment Plan, 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
	<p><u>Annual Curriculum Overview</u>- Each classroom teacher needs to design a curriculum overview for each term. This document briefly outlines the units of work in in each subject for each term. This is parent friendly and is sent home at the beginning of each term.</p>	
	<p><u>Assessment Plan</u>- 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. Relevant data must be recorded on One School.</p>	

<p>3.4 Moderation practices to support consistency of teacher judgment about assessment data</p>	<p><i>Standards, Planning & Moderation</i>- 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 and planning at the end of each term. These strategies will form the basis of teacher discussions and decision making about student achievement. Our school also follows the <i>Explicit Teaching Lesson Structure</i> process. All classrooms should have the poster displayed and followed where possible.</p>	
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4. EVIDENCE BASED DECISION MAKING

Principles	How do we do this?	Who / Resources
<p>Teaching and learning informed by student performance data and validated research</p> <p>Quality evidence of the sustained impact of the agreed teaching methods is used to inform teaching and learning</p> <p>Agreed feedback practices for staff, parents and students</p>	<p><i>Data Profiles</i>- One School and student data profiles are the key tools for tracking student data for each child across the school.</p> <p><i>Systemic and School Data</i>- 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. NAPLAN and PAT Data are to be listed on student data profiles after each testing period and used to inform student learning goals. 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><i>Student Reporting</i>- 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. 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 be tracked and listed on each student's data profile. 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><i>Curriculum Discussion</i> - Curriculum discussion will be done on a regular basis by all relevant staff members. These discussions 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.</p> <p><i>School Standards</i>- 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 standardized testing such as PM Benchmarks and PROBE Assessment. 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>Teachers. Student Data profiles One School</p> <p>Principal, staff members, parents Systemic School Data sets</p> <p>Principal, Teachers. Student Report files GGS Reporting Guidelines</p> <p>Principal, Teachers.</p>

5. TARGETED AND SCAFFOLDED INSTRUCTION

Principles	How do we do this?	Who / Resources
<p>Comprehensive range of agreed contemporary teaching strategies that support curriculum intent, engage students and exploit available technology</p>	<p><i>School Programs / Processes</i> - Within the range of school programs - 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. Teachers must ensure they read and understand the processes outlined in the School Assessment Plan 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>

	<i>Available Technology</i> - 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.	Principal, teachers, aides, students

6. SAFE, SUPPORTIVE, CONNECTIVE AND INCLUSIVE LEARNING ENVIRONMENTS

Principles	How do we do this?	Who / Resources
<p>Consistent, whole-school approaches to classroom and behavior management, recognition of difference, student well-being and development of student autonomy</p> <p>Innovative, responsible and ethical use of digital technologies.</p>	<i>Learning & Wellbeing</i> - The school maintains a safe and happy workplace with regular events to ensure staff wellbeing. Teachers offer relaxation and mindfulness activities for students, predominantly after play times.	Principal, teachers, staff, parents, students
	<i>Responsible Behavior Plan</i> - The school has consulted with all stakeholders to develop a positive and proactive Responsible Behavior Plan for students. It outlines processes and expectations for the encouragement of positive behavior and for dealing with inappropriate behavior. 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 Behavior Plan
	<i>Attendance Data</i> - 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
	<i>Student Performance Recognition</i> - Weekly school parades will be held to reinforce the behavioral expectations of the school. Positive recognition of students will be made with the presentation of certificates. Information about student's achievement and improvements will also be published in the newsletters.	Principal, teachers, staff.
	<i>Communication</i> - 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, weekly newsletters, interviews, information afternoons (e.g. homework), Principal reports at P&C meetings. Teachers need to ensure that any letters sent home to parents have been authorized by the Principal.	Principal, teachers, staff, parents, students School Information Book
	<i>Term Planner</i> – A term planner will be sent home each term. This will provide parents and students with indicative dates for minor and major events.	Principal, teachers, parents, students Term Planners
	<i>Open Door Policy for Parents</i> - 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
	<i>Student Self Evaluation</i> - 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

EXPLICIT INSTRUCTION

Explicit Instruction underpins the structure of all lessons at GGS World School, ensuring that all lessons reflect an effective, evidence-based learning process. Importantly, however, Explicit Instruction is more than a sequence or formula. Explicit Instruction is focused on student centered collaboration and independent practice.

At GGS World School it is referred to as the "I do it, we do it, you do it" model which provides a plan of scaffold instruction that includes demonstration, prompt and practice.

Learning Goals

- ✓ At the start of every lesson, the teacher must clearly communicate the specific learning goals for the lesson. The goals should be displayed on the white board so that they can be referred to throughout the lesson. (WALT and WILF) The goals should be practical, realistic, challenging and measurable. The goals should be a subset of the overarching goals of the unit of work.
- ✓ Take the time to communicate and clarify the goals, connect them to previous learning and align them to future learning and real-world applications and relevance.

Warm Up

- ✓ "Warm Ups" are designed to verify students' understanding of pre-requisite knowledge, help move newly acquired knowledge from short-term to long-term memory, develop automaticity in critical pre-requisite knowledge, and activate knowledge that underpins the lesson.
- ✓ Review and activate pre-requisite knowledge, through engaging activities that allow students to practice related skills and the teacher to verify every student's ability to perform them.
- ✓ Align the "Warm Up" with knowledge underpinning the learning goals for that lesson.

I Do

- ✓ The "I Do" phase is focused on direct teaching of new knowledge or skills.
- ✓ Sequence knowledge and skills logically and present new material in small steps, breaking down complex skills and strategies into smaller instructional units.
- ✓ Model new procedures and provide examples and non-examples. Model skills by providing step-by-step demonstrations and clarify decision-making processes by thinking aloud.
- ✓ Use clear and precise language and avoid digressions.

We Do

- ✓ In the "We Do" phase, the teacher supports students in guided practice to confirm students' understanding and develop proficiency and automaticity in the independent use of the skill.
- ✓ Use observation, frequent questioning, and corrective feedback to ensure that all students understand and can apply the new knowledge or skills.
- ✓ Work with differentiated groups of students to facilitate collaborative practice, providing more interactive instruction, additional modeling and support where required.

You Do

- ✓ In the "You Do" phase, students engage in independent and collaborative practice to further consolidate skills, apply them in new contexts and relate them to previously acquired skills.
- ✓ Regulate the difficulty of practice opportunities to promote success and build confidence.
- ✓ Differentiate practice by providing varying levels of scaffolding and the complexity of tasks to targeted groups of students.
- ✓ Structure activities that link skills to prior learning and apply them in novel situations.

Plough Back

- ✓ In the "Plough Back", the teacher reviews the learning goals for the lesson and talks students through the sequence of the lesson and addresses any common misconceptions.
- ✓ Refer back to the lessons learning goals and outline how these have been covered.
- ✓ Help students to organize new knowledge and skills, making connections to prior and future learning.
- ✓ Encourage students own met cognition, engaging them in reflection on their own learning.