

MERINGANDAN STATE SCHOOL PEDAGOGICAL FRAMEWORK

Igniting learning, shaping the BEST future together.



Meringandan takes its name from its Indigenous origins – fire and clay. Our vision connects with our history and reflects our aspirations to ignite learning in each and every student. We believe that effective pedagogy is the shaping force that will ensure our students lead an informed, active, happy and successful future.

Our school values shape the expectations for all members of the school community, across all contexts, and are the foundation for our School Wide Positive Behaviour Program and Expectations Matrix. At Meringandan, we value an environment that challenges and supports students to:

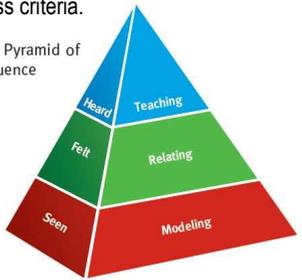


Be respectful
Enjoy learning
Stay safe *and be*
Totally responsible

To ignite learning so that each and every child can be their **BEST**, we believe that current informed and research based principles are central to effective pedagogy. In shaping the **BEST** future together, our pedagogical principles will ensure our approach to teaching and learning is informed by validated and proven teacher practices. Our pedagogical principles are:

Student centred
High expectations
Aligned practices
Purposeful learning
Effective relationships

The principles that **SHAPE** our pedagogical framework reflect our beliefs about effective practice. The process guiding the development of the framework was facilitated through workshops that focussed on exploring best practice through research, professional discussion and peer review.

S tudent centred	H igh expectations	A ligned practices	P urposeful Learning	E ffective relationships
<p><i>For differentiation to be effective, teachers need to know, for each student, where that student begins and where he or she is in his or her journey towards meeting the success criteria of the lesson.” (Hattie 2012)</i></p>	<p><i>‘High expectations’ is both a belief about student capability and specific actions undertaken to make those beliefs a reality. Teachers who demonstrate the highest expectations show their students that they expect rigorous, challenging, high quality work. (EPI – research into practice)(Ronald Williamson, Eastern Michigan University, August 2012).</i></p>	<p><i>“Information from achievement data is ideally the foundation of constructive, collective decisions regarding issues such as goals, curricular, unit plans, programs, policies, and planning for prevention and intervention systems.” (Blankstein 2008)</i></p>	<p><i>“When learning is purposeful, creativity blossoms. When creativity blossoms, thinking emanates, knowledge is fully lit.” (APJ Abdul Kalam,)</i></p>	<p><i>“Nothing motivates a child more than when learning is valued by schools and families [and] communities working together in partnership....These forms of involvement do not happen by accident or even by invitation. They happen by explicit strategic intervention. (Fullan 1997)</i></p>
<p>At Meringandan State School we believe student centred learning occurs when students are placed at the centre of both classroom planning and instruction. Effective teaching can therefore take place through informed decisions based on knowledge of students’ backgrounds, experiences, culture and prior knowledge. The appropriate placement and grouping of students at their instructional level will ensure students’ learning and “create new horizons for success”.</p>	<p>At Meringandan State School, we believe that each and every student can learn, and that the teacher must have the capacity to teach all children. High expectations are important because children learn best when they are expected to achieve.</p>	<p>At Meringandan State School, we believe that successful teaching and learning depends on closely aligned practices. For maximum impact on student learning it is important to align student needs curriculum intent, pedagogy, assessment and reporting.</p>	<p>At Meringandan State School, we believe that the role of the teacher is to combine curriculum knowledge and understanding of the learner with effective teaching strategies to enable purposeful learning. All interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment are designed to foster children’s learning and development. The quality of teaching is critical to the process of learning. Successful learners are creative and productive users of technology moving easily between their personal learning environments and networking spaces to improve their knowledge, capabilities and understandings of our ever changing world.</p>	<p>At Meringandan State School, we believe that learning connects strongly with communities and practices beyond the classroom. Intellectual, social and emotional needs are fostered and supported through trust, care, respect and valuing individual differences. Students are encouraged to apply their learning to make positive contributions to the wider community. School and classroom expectations are modelled through explicit instruction and the students’ successes are regularly celebrated.</p>
<p>At Meringandan, teachers measure students’ prior learning and consider how and what students understand by:</p> <ul style="list-style-type: none"> • Making frequent evidence based decisions to guide planning. • Using relevant and research based strategies to engage and support student learning. • Differentiating teaching practices, strategies, tools and resources to address learning needs. • Providing appropriate and responsive feedback to improve learning. 	<p>At Meringandan, teachers set specific and challenging goals where the challenge is relative to each student’s current performance (Hattie) by:</p> <ul style="list-style-type: none"> • Explicitly modelling and teaching expectations of student learning, bookwork and behaviour. (Covey) • Clearly defining procedures for learning, induction, coaching, mentoring and support. • Clearly communicating learning intent and success criteria.  <p>The Pyramid of Influence</p>	<p>At Meringandan, teachers align the curriculum intent, demands of the learning, general capabilities and assessment by:</p> <ul style="list-style-type: none"> • Rigorous, consistent and validated approaches to monitoring and data collection to inform teaching and learning. • Adopting a whole school approach to monitoring and data collection to measure the effect of teaching on student progression. • Using data gathered from a variety of formative and summative assessment that is ongoing, regular and scheduled. 	<p>At Meringandan, teachers use current research and other forms of professional inquiry to deepen teacher knowledge and build expertise to create positive effects on all students by:</p> <ul style="list-style-type: none"> • Using a range of tools and strategies that incorporate digital and higher order thinking through the Symphony of Teaching and Learning (SoTaL). • Promoting the purposeful, aligned, responsible and ethical use of a range of digital technologies and tools. • Negotiating learning goals and targets for each and every student that are closely monitored to inform the teaching and learning cycle. • Ensuring assessment and learning goals are upfront and clear followed by an explicit progressive lesson structure that allows introduction, elaboration, practice, summary and review. 	<p>At Meringandan, teachers deliberately develop effective teacher student and community relationships to engage, connect and support student learning by:</p> <ul style="list-style-type: none"> • Fostering trust, care and respect through valuing individual differences. • Establishing and explicitly teaching consistent behaviour expectations, effective routines and procedures. • Addressing the social, emotional and intellectual needs of each and every student. • Connecting with parents and the community regularly in meaningful contexts. • Embedding inclusive practices that address the needs of all students.

Student centred

This means we:

- Use class data profiles, standards and targets.
- Set individual evidence based student targets according to individual learning needs and pathways.
- Adopt immediate, affirmative and corrective feedback practices throughout the teaching and learning cycle. (*Archer and Hughes*).
- Use the differentiation model and school planner to effectively address the needs of our learners.
- Use school support referral processes to identify student needs.
- Use data to compile effective Individual Learning Profiles (ILPs) and student support profiles – gifted and talented, special needs and Indigenous profiles to inform differentiation strategies.
- Frequently track, monitor, moderate and report about student learning guided by MSS Assessment, Monitoring, Moderation and Reporting program.
- Use the School Wide Positive Behaviour System (SWPBS) program to facilitate a focussed and effective approach to learning.
- Address student needs identified through the School Opinion Survey and parent feedback.
- Address the social, emotional and intellectual needs of every student through the Learning and Wellbeing Framework.
- Provide targeted resource allocation and equitable access to support.
- Embed processes for diagnostic assessment, maintenance of student data records and interpretation, analysis and utilisation of student achievement data.
- Commit professional reading as an integral component in professional reflection and growth.

High expectations

This means we:

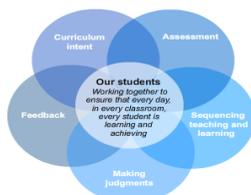
- Model every day the expectation that every child **can**, and **will** learn.
- Articulate, model, relate and teach the Meringandan State School learning, display, bookwork and behaviour expectations through our:
 - ⇒ School Wide Positive Behaviour Program (SWPBS) and processes.
 - ⇒ Responsible Behaviour Plan for students
 - ⇒ School Wide Positive Behaviour Staff Induction and handbook.
- We focus on sustained improvement in student achievement through our pedagogical framework.
- Negotiate and support personal learning goals, targets and monitor student progress through student profile data, Individual Learning Plans (ILPs) for students with special needs, gifted and talented students and Indigenous students.
- ILPs ensure all learning and assessment tasks reflect the needs of the students, the demands of the curriculum and enable high achievement.
- Model and enable critical and creative thinking skills and reflective learning, supported by contemporary teaching and learning strategies through the use of Higher Order Thinking (HOT) and the Symphony of Teaching and Learning (SoTaL).
- Build supportive learning environments through our Enrolment Policy, Induction Program and School Wide Positive Behaviour Policy.

Aligned practices

This means we:

Draw on a variety of research based pedagogical practices reflecting a breadth and depth of strategies to meet the needs of learners including: Symphony of Teaching and Learning (SoTaL), Explicit Instruction and Dimensions of Teaching and Learning (DoTaL).

Dimensions of teaching and learning



Curriculum Intent

- Use a school based template for front ending assessment including the planning of warm ups, to ensure prerequisite skills, processes and concepts are taught prior to assessment.
- Use the criteria and standards of the Australian Curriculum through the Curriculum into the Classroom (C2C) resource.
- Use our Curriculum Framework which establishes the expectation to deliver quality curriculum.

Assessment

- Front end assessment with curriculum intent
- Have explicit criteria and standards expressed as clear statements of high quality performance.
- Gather and respond to evidence of learning throughout the teaching and learning cycle.

Sequencing teaching and learning

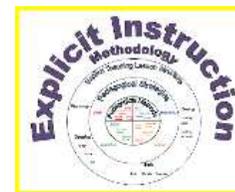
- Adopt a range of pedagogical practices and tools that reflect the content of the curriculum.
- Have a consistent whole school approach to lesson design and delivery.
- Use C2C as a resource alongside of our School Curriculum Programs and Units.
- Use School Spelling, Mathematics and Reading Programs to support and guide teachers in best practice.
- Use ICT checklists.

Purposeful Learning

This means we:

Respond to curriculum and student learning needs by:

- Teaching with intent, guided by the Meringandan State School Curriculum Overview (informed by the Australian Curriculum, Curriculum into the Classroom units of work and the Qld Curriculum, Assessment and Reporting framework).
- Working within the structured framework of the six principles of the Explicit Instruction Methodology for the focused teaching of all knowledge, concepts and skills—connecting what is new to what is known.



- Shaping learning with effective and explicit classroom instruction through implementing the explicit teaching lesson structure.



- Planning and teaching purposeful 'warm ups' that are embedded in practices to improve identified learning needs.
- Implementing the Symphony of Teaching and Learning strategies (SoTaL) incorporating the effective use of digital technologies and higher order thinking.

Effective relationships

This means we:

- Clearly outline our approach to fostering trust, care and respect through our Learning and Wellbeing Framework. The framework also details our commitment to the social, emotional and intellectual well-being of each and every student.
- Explicitly teach and model our school values through our School Wide Positive Behaviour (SWPBS) program.
- Adopt inclusive practices that are documented through learning profiles including, individual, support, Indigenous, and gifted and talented.
- Engage and connect with our school community through the strategies outlined in our Parent and Community Engagement Framework.
- Consult and work closely with our P and C Association in all matters.
- Provide all staff with effective induction (Meringandan Induction Policy) that includes our expectations for behaviour, teaching and learning. Including:
 - ⇒ Responsible Behaviour Plan
 - ⇒ Positive Behaviour Handbook
 - ⇒ Teacher Expectations Handbook
 - ⇒ Curriculum Plan
 - ⇒ Assessment, Reporting, Monitoring and Moderation Plan
- Clearly define and follow the processes for enrolment and new student induction.
- Communicate regularly in a variety of ways with students, parents, carers, colleagues and community members in a positive, considerate and open manner.
- Value parent and student feedback and respond to their feedback including the School Opinion Survey to inform future planning.
- Showcase and celebrate our successes regularly with our community.

Student centred	High expectations	Aligned practices	Purposeful Learning	Effective relationships
		<p>Making judgements</p> <ul style="list-style-type: none"> • Use the Assessment, Reporting, Monitoring and moderation plan to align teaching and assessment ensuring best practice. • Moderate in school across year levels, like schools and at cluster moderation. • Use class data profiles to inform teaching and learning cycle. • Have Individual Learning Plans for gifted and talented students and Indigenous and special needs students plans to close the gap and extend and support students. • Are informed by our school profile 9 page data – NAPLAN, attendance, improvements and targets to inform, monitor and review whole-school processes and strategies. <p>Feedback</p> <ul style="list-style-type: none"> • Consistently using the feedback cycle to improve learning. 		
<p>Instructional leadership and building school capacity is achieved by:</p> <ul style="list-style-type: none"> • Ensuring teachers are provided with effective support to interpret and use data to inform their teaching and planning process. • Implementing effective induction processes through MSS induction program. • Clearly documenting professional learning needs that align with system, regional and school priorities in our Learning and Development Plan and Developing Performance plans. • Planning for and implementing a school wide approach to mentoring, coaching and feedback. • Regular, scheduled collaborative inquiry and decision making about the teaching and learning of students during teacher meetings. • Committing to professional reading integrated into our Learning and Development Plan and Developing Performance Framework. • Ensuring teachers are provided with effective support, monitoring, coaching and feedback to continue their learning and development through the Learning and Development Plan and Developing Performance Framework. 	<p>Instructional leadership and building school capacity is achieved by:</p> <ul style="list-style-type: none"> • Staff regularly focusing on team discussions that develop a shared understanding of what high expectations means, what they look like and how to measure them – for students, teachers and leadership teams. • Promoting a collaborative school culture with shared responsibility for student achievement, evaluation of the impact of teaching methods and attainment of the whole school improvement agenda. • A planned approach through the Meringandan State School Learning and Development plan to target professional learning focussed on: <ul style="list-style-type: none"> ⇒ High student achievement ⇒ Coaching and mentoring. 	<p>Instructional leadership and building school capacity is achieved by:</p> <ul style="list-style-type: none"> • Teacher team meetings that focus on consistent processes for curriculum planning (e.g. lesson, unit, year level and whole school plans), data collection and quality assurance. • Collaboratively moderating: <ul style="list-style-type: none"> ⇒ at cluster level at least twice a year ⇒ at school level within and across cohorts each term • Reviewing, on a regular basis, whole school processes, programs and planning to ensure alignment. 	<p>Instructional leadership and building school capacity is achieved by:</p> <ul style="list-style-type: none"> • The principal being the lead learner valuing current research, use of data and modelling professional critical reflection. • The principal shaping teachers' learning and development through supervisory visits and timely feedback. • The MSS Learning and Development Plan which clearly articulates expectations using the lead model for pedagogical practices and allocating appropriate resources and funds to support building teacher and leadership capacity. • School leaders and teachers being actively involved in mentoring, observation of peer lessons and providing feedback using 3 positives and a polisher. • School leaders and nominated teachers developing skills in coaching and adopting an effective school coaching model (Goal, Reality, Options, Way forward.) • A commitment to team meetings focusing on professional conversations and reflection, modelled on the strategies of SoTaL. 	<p>Instructional leadership and building school capacity is achieved by:</p> <ul style="list-style-type: none"> • The principal actively promoting and modelling the school's commitment to SWPBS. • Ensuring the MSS Learning and Development plan provides learning opportunities to assist staff to adopt and develop behaviour support strategies and pedagogical practices that accommodate diversity and engage every student in challenging, supported and contemporary learning. • Providing of staff training to ensure adherence to legislative, departmental and school requirements for student learning, wellbeing and safe work practices.