



HIGHVALE PRIMARY SCHOOL

31. Student Learning - Pedagogy Policy

Last Reviewed: June 2019

Review date: June 2020

Rationale:

Student learning is produced, shaped and affected by four connected components. Each of these components plays a separate and distinct role in the process of student learning and each is interconnected with all of the others. +-

- **Curriculum** defines *what* it is that students should learn, and the associated progression or continuum of learning.
- **Pedagogy** describes *how* students will be taught and supported to learn.
- **Assessment** identifies *how well* a student has (or has not) learnt specified content.
- **Reporting** explains to the student, parent and teacher *where* a student is on a learning continuum at the end of a specified period of schooling, and where this places them in relation to their own learning goals.

Our school encourages and supports students to strive for excellence in all of their endeavours. Enabling students' learning progress is the role of teachers and support staff. Learning is enabled through a quality 21st century curriculum, evidence based pedagogy and assessment and reporting. Engaging in this learning process is the responsibility of students and parents in partnership with the school.

To achieve this, our school draws upon the Framework for Improving Student Outcomes (FISO) evidence base, contemporary research and data to inform and establish:

- A shared purpose for teaching and developing learning.
- A collective understanding of effective evidence based teaching practices.
- Core beliefs about student learning.
- Quality professional learning to support and maximise staff capacity, practice and performance.
- Quality opportunities for parent education and parent engagement to support learning.

These are actively monitored, adjusted where required and reviewed as a key component of the DET School Improvement Cycle.

Aims:

To establish high impact, evidence based teaching practices which enable learners to achieve intended learning goals and outcomes.

Implementation:

The Pedagogy policy is one of a suite of Student Learning policies reviewed annually by the Learning Leaders, Learning and Engagement Team and Leadership Team.

- The Principal has overall responsibility for the implementation of School teaching practices. Aspects of this role can be delegated to other staff members who will work in conjunction with the Principal to maximise delivery.

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- Pedagogical practices are reviewed in accordance with the Highvale PS Strategic Plan, Annual Implementation Plan and at the principal's discretion.
- Pedagogical practice improvement must be research and evidence based.
- The Learning and Engagement Team (L&ET) in collaboration with the Leadership Team, lead an ongoing process of review to improve whole school pedagogical practices.
- The L&ET will seek input from relevant staff throughout the improvement process.
- The Learning Specialist will model excellence in teaching and learning through demonstration lessons and mentoring, coaching and observing and providing feedback teachers to improve the skill, knowledge and effectiveness of their teaching. The Learning Specialist supports the improvement of practice through facilitating school-based professional learning.
- Whole School teaching practices will be progressively documented for teaching staff by the L&ET and described in detail in the 'HPS Student Learning Overview'.
- All staff will be supported to implement whole school practices through the performance and development process encompassing professional learning. (See Professional Learning policy)
- Each Learning Leader, leads their Professional Learning Team (PLT) through the Professional Learning Community (PLC) based inquiry cycle to ensure evidence based teaching practices are continually refined and improved to meet the diverse needs of students:
- All teaching practices will support the aims of the School's Student Learning Pedagogy Policy and 'HPS Student Learning Overview'.
- Teaching practices will provide the opportunity for students to learn the knowledge and skills defined by each Victorian Curriculum learning area and capability in accordance with DET policy and guidelines.
- PLTs use scheduled 'Non Face To Face' (NTF) time and 'Other Duties' time to maximise opportunities for collaboration ensuring planning, practice and the impact of teaching practice on student outcomes is ongoing through the PLC process.
 - Teachers will implement a Gradual Release of Responsibility, enabling a balance between focused instruction, differentiated guided instruction, collaborative learning, independent practice and feedback.
 - Teachers will use the Workshop Model as a guide to plan and teach individual lessons.
 - Teachers as clinicians - teachers track student progress and use appropriate HITS to intervene where progress is not as expected.
 - Where required PLTs will draw upon the expertise of leadership, research and access evidence based practices to intervene where progress is not as expected.
- Digital technologies will be embedded in teaching practices.
- Professional Learning will be resourced through Learning Specialist, colleagues, DET and professional learning budgets where required.

Links

Links which are connected with this policy are:

DET Improvement Cycle

- <https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/improvement-cycle.aspx>

Practice Principles

- <https://www.education.vic.gov.au/Documents/school/teachers/support/practiceprinciples.pdf>

High Impact Teaching Strategies (HITS)

- <https://www.education.vic.gov.au/Documents/school/teachers/support/highimpactteachstrat.pdf>

Appendices which are connected with this policy are:

- Appendix C: HPS Student Learning Overview
- Appendix D: Curriculum Provision Time allocations
- Appendix E: HPS Specialist Learning Area Scope & Sequence
- Appendix F: HPS Vic Curriculum Concept Map
- Appendix G: Concept Inquiry Unit Planner Template
- Appendix H: HPS Inquiry Processes & Concepts & Skills Overview

Respect

Responsibility

Honesty and Integrity

Commitment

- Appendix I: School Data Improvement Process

Evaluation

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.