



HIGHVALE PRIMARY SCHOOL

Student Learning - Pedagogy Policy

Ratified by School Council: October 2014

Review date: October 2017

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, effective 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 data and contemporary research to inform and establish:

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

These are actively monitored, adjusted where required and reviewed as a key component of the School's 4 yearly regulated review process.

Aims:

To establish 21st century pedagogical practices which enable learners to achieve intended learning outcomes.

Implementation:

This policy is one of a suite of Student Learning policies reviewed annually by the Curriculum 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.

Respect

Responsibility

Honesty and Integrity

Commitment

- 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 Curriculum Team leads an informed, coordinated cyclical improvement process to evaluate, renew and embed whole school pedagogical practices:
 - Identification of Needs
 - Knowledge Building
 - Observe Models
 - Reflect upon and change practice
 - formative assessment
 - Evaluate and renew
- The Curriculum Team will seek input from relevant staff throughout the improvement process.
- Whole School teaching practices will be progressively documented for teaching staff by the Curriculum team 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)
- Teaching practices will support the aims of the School's Student Learning Curriculum Policy.
- Teaching practices will provide the opportunity for students to learn the knowledge and skills defined by each Aus/VELS learning area domain in accordance with DEECD policy and guidelines.
- Professional Learning Teams meet weekly, collaborate, plan and design learning experiences expected to lead to intended learning outcomes.
 - Teachers track student progress and use appropriate teaching strategies to intervene where progress is not as expected.
 - Teachers as clinicians - Where required teachers will research and access evidence based practices to intervene where progress is not as expected.
- Information and Communications Technology (ICT) tools will be embedded in teaching practices.
- Early and Middle Years of schooling approaches will continue to be developed and implemented.
- The Curriculum Team will meet regularly to track whole school data and identify potential teaching practices that require focus. Data analysed will include, but is not limited to; assessments from the HPS Assessment Schedule, AusVELS student learning outcomes, NAPLAN, Student Attitudes to School and GradeXpert.
- Professional Learning will be resourced through Program Budgets.

Links

Links which are connected with this policy are:

- <http://ausvels.vcaa.vic.edu.au/>
- <http://www.vcaa.vic.edu.au/Pages/foundation10/curriculum/index.aspx>
- <http://curriculumplanning.vcaa.vic.edu.au/docs/default-source/resources-page/curriculum-planning-literature-review.pdf?sfvrsn=6>

Evaluation

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