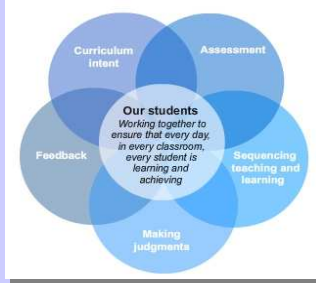


2016 Mt Gravatt State School Pedagogical Framework Overview

Alignment of Curriculum, pedagogy and assessment

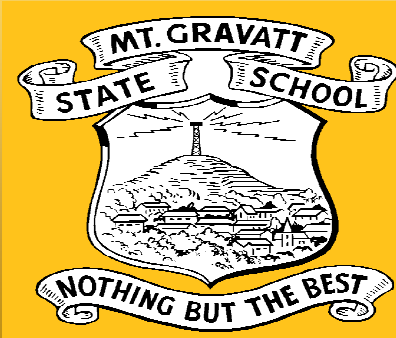
- Mount Gravatt State School - "The What" - Australian Curriculum and Queensland Essentials.
- Curriculum into the Classroom units of work - adapted in line with student need as per planning schedule.
- Mount Gravatt State School "The Teaching of Reading"
- Mount Gravatt State School "The Teaching of Mathematics"
- Mount Gravatt State School **Assessment and Internal Monitoring Strategy**
- WALT and WILF strategies
- Explicit criteria and standards
- Gradual Release of Responsibility



Safe, Supportive, connected & inclusive learning environments

- School Wide Positive Behaviour For Learning - explicit teaching of expectations, rewards for positive behaviour and response to inappropriate behaviour.
- You Can Do It! Social skills and emotional learning program, including anti-bullying.
- Mount Gravatt State School Special Education Support
- Mount Gravatt State School Intervention program: The BEST
- Recognition of difference
- Local community and parent partnerships

Nothing but the best!
CLEVER - CREATIVE - CARING



High Expectations

- Belief that all students can have success
- Goal setting for students. Continuous improvement tracked via OneSchool
- Student expectations communicated to parents.
- Annual review of targets and benchmarks
- Unrelenting focus on continuous improvement: staff, students, school
- Professional development for all staff: PDP, coaching, mentoring.

Student-centred planning

- Student goal setting: *success for all*
- Modified C2C units of work to suit student need
- Corrective feedback: immediate, specific, informative
- Affirmative feedback: contingent, specific, compare student to themselves, positive, genuine
- Intervention based on data
- Use of WALT, WILF and TIB

Targeted & scaffolded instruction

- Gradual Release of Responsibility: "I do, We do, You Do"
- Explicit teaching, direct teaching, intensive teaching
- Interactive teaching - whole class discussion, cooperative learning, independent learning
- Structured review, with drill and practice
- WALT and WILF, TIB strategies
- Warm ups; Plough backs - transference of knowledge and skills from short-term memory to long term memory. Focus on automaticity as appropriate.
- Scaffolding of learning for needs of different learners (differentiation / adjustments)
- Provision of learning that is intellectually challenging and meaningful to students
- Use of Blooms / Multiple Intelligences grids
- Prep class: explicit teaching, plus intentional teaching via active learning and life like experiences
- Intensive intervention - **MGSS The Best Intervention**
- Professional development for teachers to examine *how* students learn and how we need to teach, feedback loops.
- Use of ICTs to enhance learning through open ended applications and specialised programs.

Evidence-based decision making

- Data analysis and review on individual, class and school-wide basis. Data discussions between teachers and with administration.
- Goal setting / feedback to students
- Cycle of planning / teaching / assessing
- School based and systemic data used each term to adjust learning
- Research based decision making