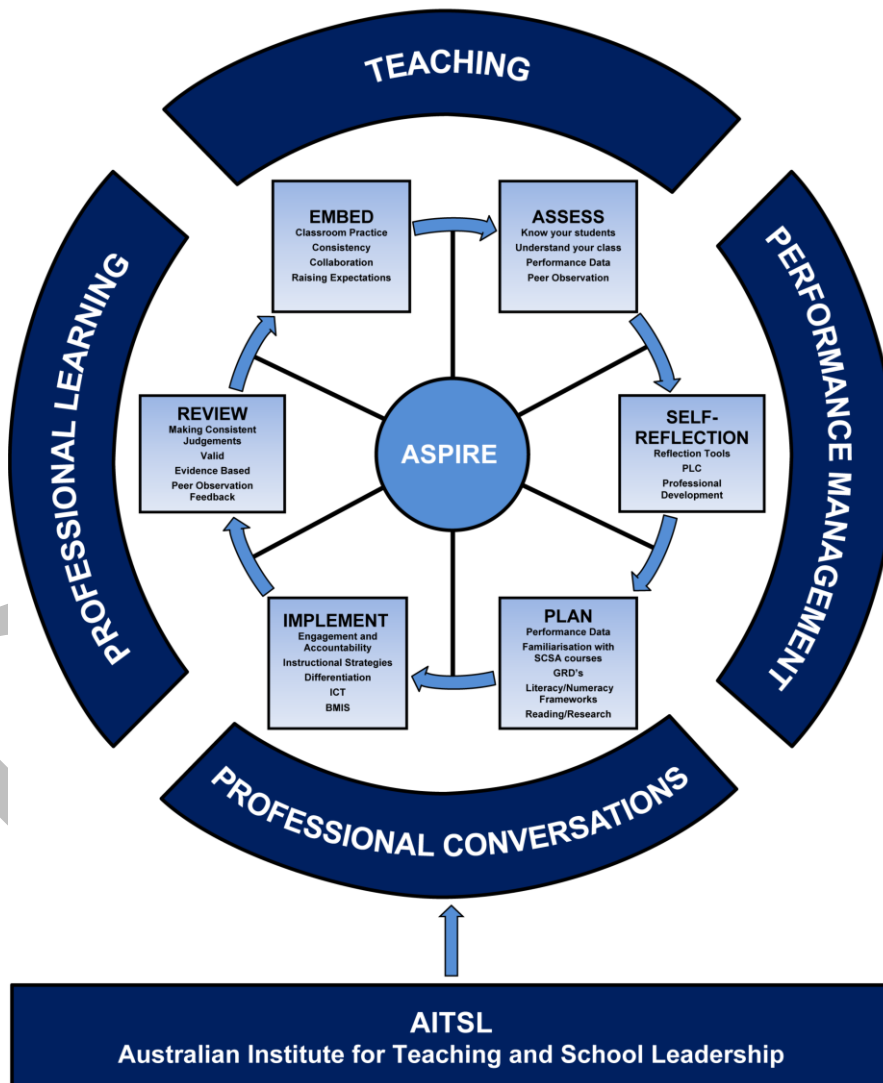




DRAFT MOUNT LAWLEY SENIOR HIGH SCHOOL PEDAGOGICAL FRAMEWORK 2015 -2017

Mount Lawley Senior High School is a school that has as its core values Excellence, Learning, Perseverance and Respect. The school embodies these values in its approach to Teaching and Learning and its connectivity to students, teachers and parents.

PEDAGOGICAL FRAMEWORK - ASPIRE



Aspire is a cornerstone of Mount Lawley SHS' vision whereby we inspire students to be the best they can be. It is also the foundation of our approach to the Pedagogical Framework. The Framework is an organising concept that informs teaching and learning practices and constitutes the way "we do business" at Mount Lawley SHS.

ASPIRE

Assess

It is a requirement that all teachers at Mount Lawley SHS engage with the available data to plan better for the learning needs of students. Teachers will assess the strengths of students and where they are placed on the learning continuum. Accessing Student Assessment Information System (SAIS) data will enable teachers to identify student achievement and longitudinal progress.

The National Assessment Program Literacy and Numeracy (NAPLAN), Australian Tertiary Admission Rank (ATAR) and School Attainment, are important data sources and indicators to inform targeted reflections and review for the engagement, development and learning attainment of students. All teachers are responsible for the development of student learning and achievement. We have a stake in the preparation of students by contributing to effective learning programs in lower school. In conjunction with teachers' own classroom data, engaging with Maximising Feedback Data is also an essential part of our pedagogical practice, aimed at improving students' performance and achievement in the Senior School.

Self Reflection

All teachers at Mount Lawley SHS, will complete the Australian Institute for Teaching and School Leadership (AITSL) Self Reflection tool. This tool will help teachers to identify strengths in practice and areas for improvement. Staff should also develop other methods of **reflection** through Professional Learning Communities (PLC), other tools such as Co-operative and Collaborative Learning and opportunities for external PD (Fragenheim, Pirozzo etc), to audit their skill set in order to facilitate professional growth.

Through familiarising themselves and engaging with the AITSL standards for teachers, staff work towards progressing their practice across the continuum. Through self-reflection, teachers utilise the AITSL Standards to form the basis for all professional development and pedagogical improvement at Mount Lawley SHS.

As reflection is at the heart of improving practice and is the core of professional development, teachers will continually self-reflect. This forms the cornerstone of the school's approach to its Pedagogical Framework. Through professional conversations in the Professional Learning Communities, areas of self-development may be further identified and targeted for self-improvement.

Plan

Effective planning of curricula delivery is central at Mount Lawley SHS. Evidence-based decision making about Teaching and Learning, which is informed by student performance data and validated research, is essential to improve student outcomes.

Teachers at Mount Lawley SHS will possess a thorough working knowledge of the Western Australian Curriculum and Assessment Outline and in the Senior School syllabus from the School Curriculum and Standards Authority (SCSA) courses that are suited to the students. Effective course delivery depend on teachers engaging with these documents. In addition, teachers will be familiar with the Grade Related Descriptors and exemplars contained in these documents and communicate that information to students. Students in each learning area will have an understanding of what is required to move to the next level of achievement.

Mount Lawley SHS has developed its own Numeracy and Writing Framework to support and guide teacher's planning. Teachers at Mount Lawley SHS understand that consistent teaching strategies across all learning areas will enhance students' understanding and aid in their ability to apply those skills in the learning journey from Year 7 to Year 12.

Research indicates that review of course work will enhance student understanding of the learning program. Teachers will plan to implement programs to assist different learning needs. In order to assist student achievement, teachers at Mount Lawley SHS see homework as an integral tool to help them commit vital course concepts to long-term memory. Purposeful and regular homework will aid in creating effective study routines and should be incorporated in teacher planning.

As part of learning area teams, students will develop a school approach to Scope and Sequence. They will also shape an assessment program and communicate this to students (and parents) in order to assist students preparation for assessment tasks. Feedback to students on how to improve is integral to the school's approach to teaching, learning and assessments.

As part of the planning process, professional reading will form part of teacher's ongoing professional development. Recommended readings include those from respected educators including John Hattie, Richard Elmore, John Fleming and Barrie Bennett.

Implement

Motivation, commitment and personal accountability are key elements of success for students. Through the Principles of Teaching and Learning, teachers will develop a range of strategies aimed at engaging all students in their classroom that assist making students accountable for their learning.

Teachers at Mount Lawley SHS are required to be familiar with the continuum of teaching strategies which encourage cooperative learning as well as direct instruction. To support teachers the school encourages participation in the Instructional Strategies component of the Department's Classroom Management Instructional Strategies (CMIS) program.

Teachers at Mount Lawley Senior High School are expected to differentiate programs to cater for individual difference and the range of abilities in their classrooms. In teaching a class, learning experiences will be scaffolded to ensure students develop a solid understanding of course concepts.

Teachers at Mount Lawley SHS implement programs designed to extend students both inside and outside of Academic Enrichment (AE), Gifted and Talented (GAT) classes. Differentiating learning programs are utilised to cater for individual differences. The school is committed to providing opportunities for students to access additional help and support in achieving to the best of their ability. This includes the Achievement Centre, subject based seminars and extra curricula opportunities.

Incorporating Information and Communication Technologies (ICT) into the classroom effectively is a focus of teachers. All students at Mount Lawley have access to notebook computers to use in the classroom. Teachers should adjust their management and classroom strategies to reflect this teaching tool. This has implications for classroom management and instructional strategies such as using the "screen down" approach when giving instructions.

Engagement with the Grade Related Descriptors for each learning area is essential to improving student outcomes. In their teaching, it is expected that all teachers will 'unpack' Grade Related Descriptors for their students and ensure students understand what is required to move to the next level of achievement. This strategy is critical to student accountability and improvement strategies.

Teachers at Mount Lawley SHS are familiar with the school's Behaviour Management Strategies (BMS) policy to ensure responsible behaviour in the school. Disruption to classes negatively affects learning outcomes for other students, therefore teachers will work to ensure all students are engaged positively.

Review

Teachers at Mount Lawley SHS are aware of the need to employ effective assessment tools to make judgements about the progress of our students. Judgements made about the progress of students will be valid and evidence based. Teachers will utilise the Principles of Assessment and participate in moderation processes to assist with making accurate judgements against the relevant standards. Learning Areas will ensure that assessments are monitored and moderated in a timely, ongoing and fair manner to ensure equity for students.

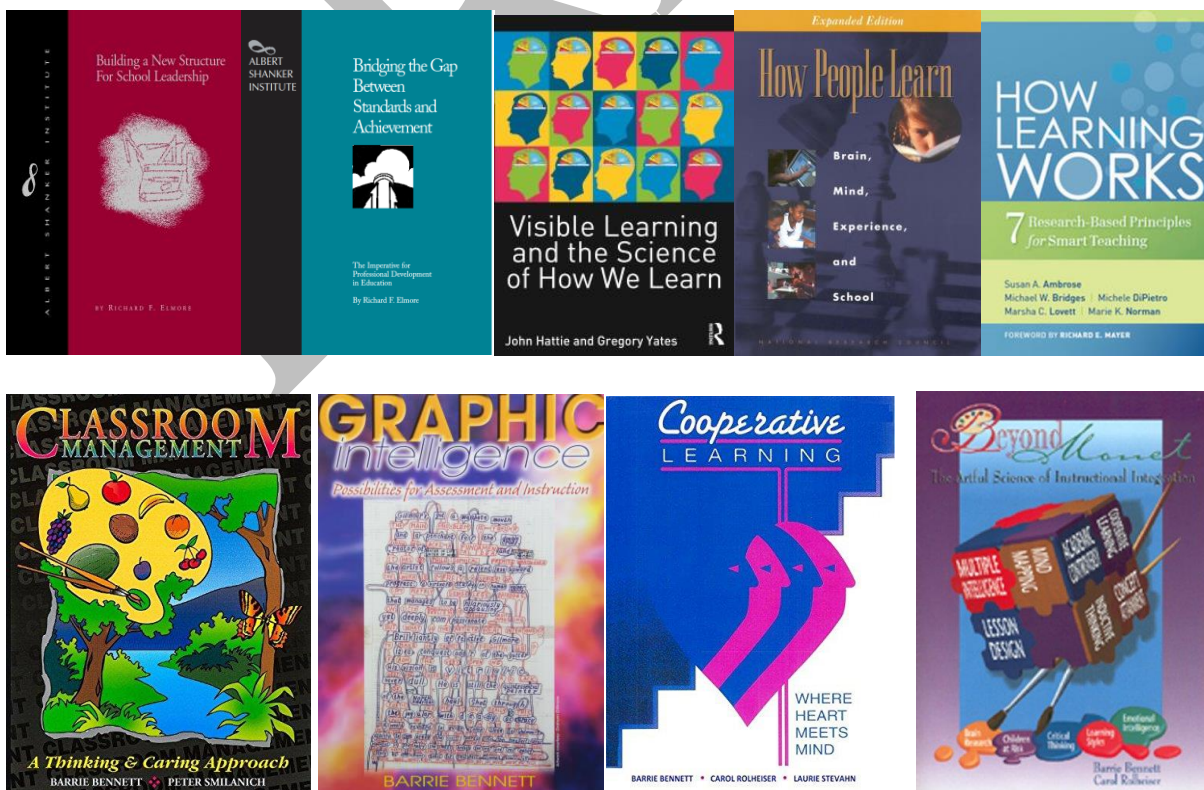
Performance Management of staff at Mount Lawley SHS requires teachers to participate in a process of Peer Observation and Feedback. All teachers will participate in at least one approach to classroom observation which will form a focus for professional conversations and ultimately, self-reflection.

Embed

The following list comprises the AITSL pointers of a high functioning school. As teachers drive for school improvement and the resulting improved student outcomes, the ASPIRE construct will embed the AITSL factors and teacher efficacy.

- Increased consistency in expectations for high-level student learning.
- Increased consistency in approach and practice to classroom management and expectations.
- Increased consistency in approach and practice to grading.
- Increased cross-talk among teachers and administrators about teaching and learning.
- Increased collaborative planning and problem-solving around instructional practice.
- Increased efficacy, focus on the relationship between teachers' practice and student learning.
- Increased self-reflection and planning.

Recommended reading.



Professional respect and trust

Communication skills and participation in decision making

Open-mindedness to new information and perspectives

Deepening pedagogical and curriculum knowledge

Sharing of information and power

Shared responsibility

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