THE MUKINBUDIN DHS SCHOOL-WIDE PEDAGOGY (SWP)	
Our agreed view of learning is part of a hierarchy of conceptions of learning	We view learning as *making sense or abstracting meaning*. Learning is seen as relating parts of the subject matter to other known parts and to the real world. This takes place through relating what is learned to other knowledge and student experience. Who does the work does the learning, so our expectation is teachers and EAs will improve their understanding and use of programming, assessment and teaching, while students will learn how to learn: in the classroom, students are to work harder than teachers. This is the most basic level at which we will expect students to learn. This is measured by students demonstrating they understand the significance of the learning.
Our agreed view of teaching is part of a continuum of conceptions of teaching	We view teaching as *facilitating understanding*. Teaching emphasises students understanding the information so they can apply this to new problems both in and outside the discipline. The teacher's aim is for students to be able to apply their knowledge and understanding in new circumstances. The teacher's responsibility is to make this understanding possible by pitching explanations at the right level. This is the most basic level at which we will teach. This is measured by students demonstrating concept and skill transference.
Our agreed views of assessment	Assessment is a recipe for future action, whether short-term or long-term. A case management approach to all students uses our assessment practices to increase a student's academic achievement. Assessment is a recipe for future action through feedback, or is not in our practice.
The Muka lesson design template	All teachers will use the ISTAR framework for designing individual and grouped lessons. Teachers make clear the learning intentions (e.g. WALT, WILF and TIB) and success criteria for all aspects of learning and include plenary or review sessions that allow them to assess the degree of successful learning. Administration will ensure expectations of planning documents are explicit. Planning documents fit a MDHS template, with changes according to Phase of Development.
Pedagogical strategies and classroom management	Classroom management creates conditions of safety that allow maximum accountability, where safety is the degree to which students will risk public failure and accountability is the necessity to demonstrate understanding of the learning, at the very least, at the level described above. Classrooms are safe and welcoming places where compassionate teachers work to build relationships that are firm, fair and business-like, e.g. punctuality and timely completion of routine class administration are demonstrated. Several classroom management strategies are encouraged here as they are demonstrably effective. All teachers are expected to develop skills in Checking for Understanding; Think Pair Share; clear articulation of learning intentions and success criteria in a highly-structured first ten minutes of class; use of designated graphic organisers; structured and planned periods of silence, whole-class formative assessment practices and a plenary session. The use of ICT is expected as a learning and creation tool across the school.
Our teaching and learning programmes (TLP)	TLPs are designed to reflect ISTAR and conform to a standardised model, allowing for phase of development differences. Literacy and numeracy plans, and standardised templates are followed.

ISTAR in our School

From 2019, we will be re-introducing the iStar pedagogical framework into all classrooms. This framework follows the principles of John Hattie's Visible Learning and provides students with opportunity to engage in learning experiences that cater for different learning styles at individual levels. This pedagogical model consists of the following lesson components:

Inform / Inspire:

Communicating to all students explicitly the purpose of the lesson and the intended learning outcomes for all learners. Specifically it will involve students knowing what they will be learning, what the teacher will be looking for (outcomes) and how the learning will take place.

Show / Share:

The teacher shows all students explicitly how they would approach the learning. In the process of showing, the teacher shares the strategies they have explicitly selected to successfully accomplish the learning intentions. Opportunities for questioning and explanation are inbuilt here enabling all students to clarify how it could be possible to accomplish the learning intentions before the students try for themselves.

Try / Transfer:

Students are given the opportunity to try and practise their learning together. Multiple opportunities are required for all students to try, interact, practise and accomplish the learning intentions together cooperatively.

Apply / Action:

Students are given the opportunity to apply / action their new learning, independently of the teacher. This is the opportunity for the student to demonstrate the extent of control over their new learning. It is also an opportunity for the teacher to gather instant feedback and track students' progress towards achieving the intended learning outcomes. Teachers will be able to provide specific interventions at this point according to student feedback and needs, addressing misconceptions instantly.

Review / Revise:

Students are given the opportunity to show the teacher the progress they have made towards achieving the intended outcome. Students and the teacher revise their thoughts regarding future learning needs. This is where the teacher assesses what the students have learnt so far, what more they need to learn and how the teacher will plan for their future learning. It incorporates both notions of feedback and feed forward in learning.