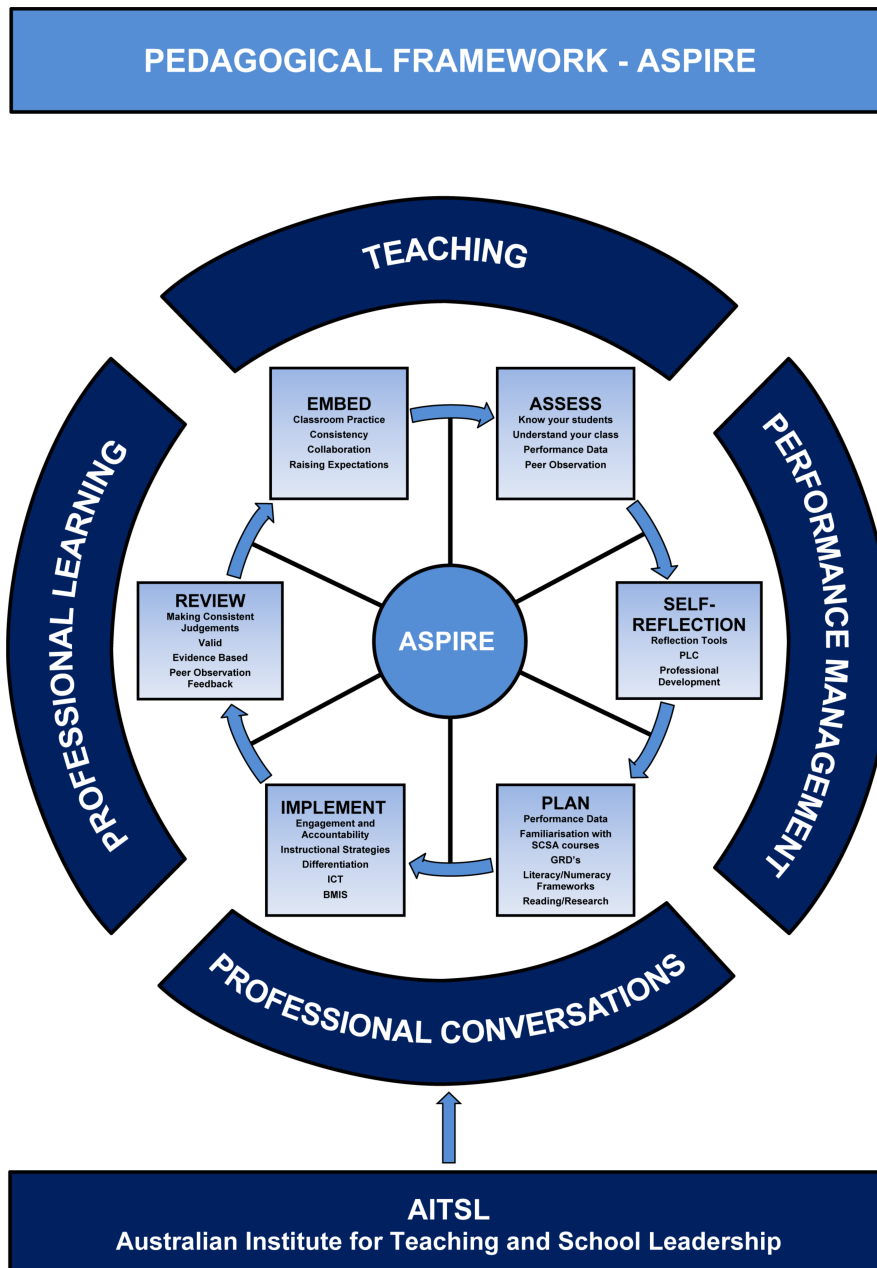




MOUNT LAWLEY SENIOR HIGH SCHOOL PEDAGOGICAL FRAMEWORK

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.



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.

Introduction

The purpose of the Pedagogical Framework is to provide teachers with a blueprint to improve teacher practice and student learning. Effective teachers at Mount Lawley SHS employ a range of research data and strategies including Classroom Climate, Visible Learning, peer observation, Instructional Strategies and other techniques to develop pedagogical practices suited to their own teaching styles. Staff will undertake targeted professional learning to improve teacher effectiveness and to ensure all staff are at the forefront of effective teaching and learning. This may include master classes conducted by reputable practitioners.

ASPIRE

Assess

It is a requirement that all teachers at Mount Lawley SHS engage with the available data to plan effectively 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 and 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 enable teachers to identify strengths in practice and areas for improvement. Other tools such as Co-operative and Collaborative Learning principles, Bloom's Taxonomy, Frangenheim and Pirozzo strategies are used to enhance their skill set in order to facilitate professional growth. Staff should also develop other methods of reflection through Professional Learning Communities (PLC) as well as engage in effective micro-teaching practices including peer observation and self-reflection utilising Swivl video feedback.

Through familiarising themselves and engaging with the AITSL standards for teachers, staff work towards progressing their practice across the continuum. Effective self-reflection will enable teachers to utilise the AITSL Standards to inform professional development needs and develop strategies for pedagogical improvement.

As reflection is central to improving practice, teachers are encouraged to enhance the self-reflection process. Continual self-reflection is an integral part 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

Planning for curricula delivery is paramount to the development of effective Teaching and Learning 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 the School Curriculum and Standards Authority (SCSA) courses. In addition, teachers will be familiar with the relevant Achievement Standards and exemplars contained in these documents and ensure they are visible to students and parents. 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 teams, teachers will develop students as assessment-capable learners. They will also shape an assessment program and communicate this to students and parents in order to assist students' preparation for assessment tasks. Effective feedback informing how to progress to the next level of achievement is integral to the school's approach to teaching, learning and assessment.

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, Learning and Assessment (School Curriculum and Standards Authority), teachers will develop a range of strategies aimed at engaging all students in their classrooms.

Teachers at Mount Lawley SHS are required to be familiar with a range of effective teaching strategies. The research around Visible Learning will inform custom and practice of lesson implementation. Teachers will develop their knowledge of Visible Learning to deliver pedagogy in order to maximise student learning outcomes. Additionally, teachers will continue to implement best practice incorporating Instructional Strategies, cooperative learning, direct instruction and other strategies to create self-directed learners.

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 student success.

Teachers 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 area for teachers. All students at Mount Lawley SHS have access to notebook computers to use in the classroom. Teachers should adjust their management and classroom strategies to reflect this learning tool. The use of ICT has implications for classroom management and should be considered in lesson design.

Engagement with the relevant Achievement Standards or exemplars for each learning area is essential to improving student outcomes. In their teaching, it is expected that all teachers will ensure students understand what is required to move to the next level of achievement in line with the characteristics of an effective school.

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 impacts negatively learning outcomes for other students.

Review

Teachers at Mount Lawley SHS are aware of the need to employ effective assessment tools to make judgements about the progress of their students. These judgements 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 and improvement.

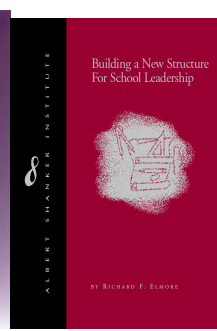
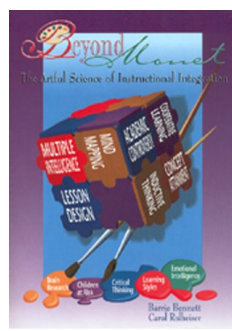
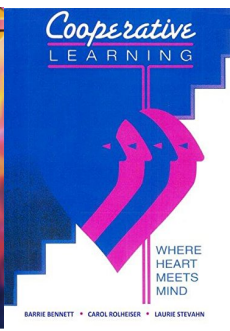
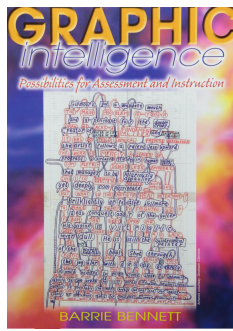
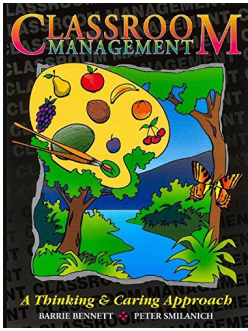
Embed

As a part of the Pedagogical Framework, Visible Learning identifies the parameters of teacher effectiveness in the classroom. In addition, AITSL identifies criteria of high functioning schools. As teachers strive for school improvement and better student outcomes including HITS (High Impact Teaching Strategies), 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

