



CYRIL JACKSON

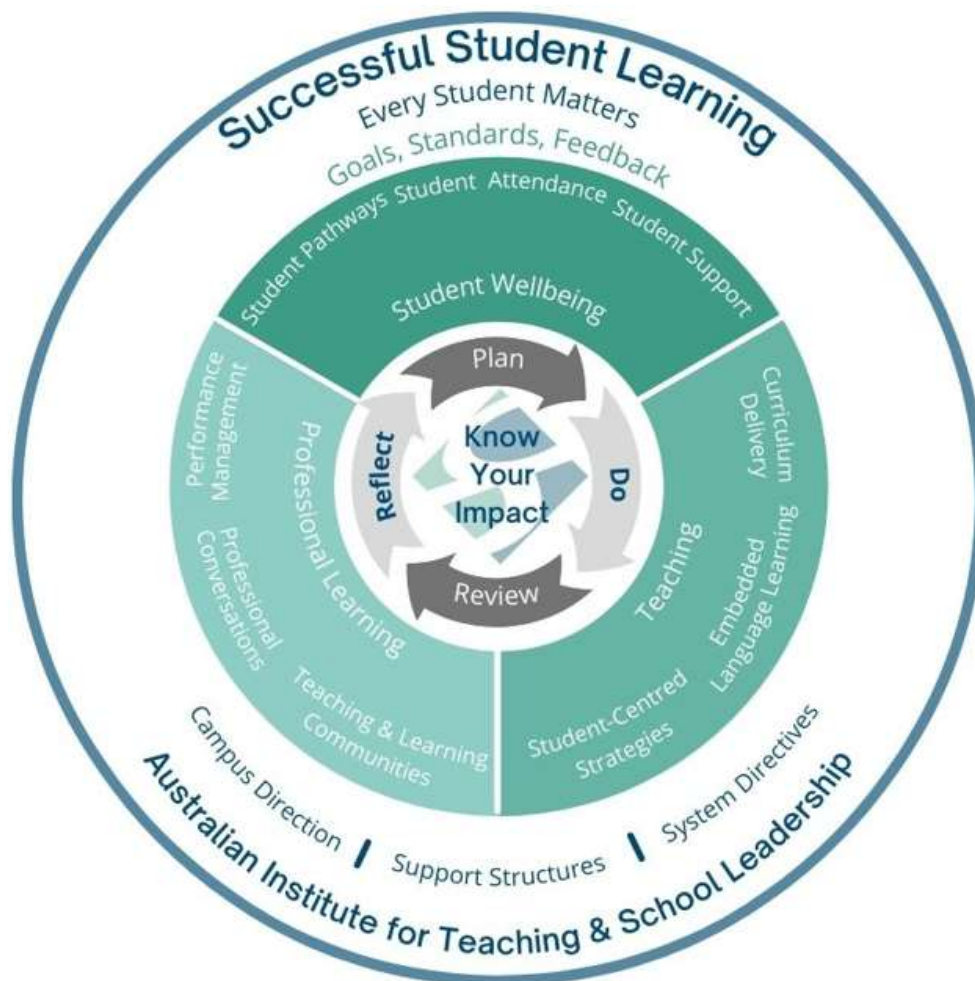
SENIOR CAMPUS

PEDAGOGICAL FRAMEWORK

Introduction

Cyril Jackson Senior Campus is a niche senior secondary school that values Inclusivity, Respect, Opportunity, Achievement and Resilience. Our pedagogical framework is the organising concept that promotes our whole-school approach to teaching and learning and is underpinned by our firm conviction that “Every Student Matters”. It informs the way we operate and provides our teachers with a blueprint to improve practice, enabling better student outcomes. Effective teachers employ a range of impactful teaching strategies in their work and engage in a suite of improvement practices, including data analysis, classroom observation and targeted professional learning.

The Framework is below.



The Foundations

The foundations of the Framework are the Australian Professional Standards for teachers outlined by the Australian Institute for Teaching and School Leadership (AITSL). Other systemic imperatives,

such as the strategic plan of the Department of Education, the Focus series and the Western Australian Curriculum and Assessment Outline underpin the Framework. The Principles of Teaching and Learning and the Principles of Assessment are mandated in WA schools and the upper-secondary course statements are key to the work of teachers. The Business Plan of Cyril Jackson SC and learning area goals also impact, as do the support structures, such as the timetable, facilities and resources.

The Teaching Action Cycle

The teaching action cycle can be seen through the lens of:

- Review – consider previous results and school performance data.
- Reflect – analyse ways to improve classroom practice and school processes.
- Plan – plan a scheme to action based on reflection
- Do – implement actions in the classroom and across whole-school procedures.

Each effective teacher makes a difference to student ambition, opportunity and outcomes, and in the mantra of Professor Hattie from the Visible Learning paradigm, they should be aware of the positive impact they make on student learning, hence the connection between the stages in the cycle being “Know Your Impact”.

Review

All teachers are responsible for the development of student learning and achievement. It is a requirement that all teachers engage with available data such as grades, ATAR scores, Certificate completions, OLNA results, teacher records, attendance and student wellbeing data to plan effectively for the learning needs of students. Teachers will be able to assess the strengths of individual students and where they should ideally be placed within a learning continuum.

Reflection

Our teachers engage with the AITSL standards to progress their practice across the continuum. Utilising the AITSL self-reflection tool enables them to identify their strengths in practice and develop strategies for pedagogical improvement. Other tools such as Bloom’s Taxonomy, co-operative and collaborative learning principles, explicit, direct and guided instruction as well as EALD strategies are also used to enhance teacher skill sets.

The Classroom Climate Questionnaire (CCQ) is a tool within the survey suite offered by the National School Improvement Partnerships. Other surveys used include What’s Happening In This School (WHITS) and the School Organisational Climate Survey (SOC).

Performance Management of staff requires teachers to participate in a process of peer observation and feedback. All teachers participate in at least one approach to classroom observation which forms a basis for professional conversations, self-reflection and improvement. Other methods of pedagogical improvement may be further identified and targeted through professional conversations within Professional Learning Communities (PLC) and Teaching and Learning Communities (TLC).

Plan

Planning for curriculum delivery is paramount to the development of effective teaching and learning. Evidence-based decision-making about teaching and learning is informed by data and research and is essential to improve student outcomes.

Teachers at Cyril Jackson SC will possess a thorough working knowledge of School Curriculum and Standards Authority (SCSA) courses and the Training curriculum. Our teachers are familiar with the relevant achievement standards and exemplars contained in these documents and ensure they are visible to students and, where relevant, parents.

Our teachers understand that consistent teaching strategies across all learning areas enhance students' understanding and ability to apply those skills in the learning journey during Years 11 and 12. As part of learning teams, teachers will develop students as assessment-capable learners and shape assessment programs, communicating these to prepare students for assessment tasks.

Effective feedback informing how to progress to the next level of achievement is integral to our approach to teaching, learning and assessment. Research indicates that review of course work will enhance student understanding of the learning program.

Teachers will implement differentiated programs to support individual learning needs. Teachers see homework, assignment completion and study as essential. Therefore, purposeful work outside of the classroom that aids effective study routines is a key component of teacher planning.

Do

Motivation, commitment and personal accountability are key elements of success for students as articulated in the Principles of Teaching, Learning and Assessment from the Western Australian Curriculum and Assessment Outline. Learning will be scaffolded and differentiated as needed.

Students and teachers have access to Information and Communication Technologies (ICT). Responsible infrastructure support maximises student learning outcomes.

Teachers and Student Services staff work in tandem to enhance student engagement, attendance and wellbeing. Appropriate behaviour and regular attendance are vital and effective protocols such as our Behaviour Management strategy will be implemented by our staff when required.

Teachers are familiar with and utilise a range of effective teaching strategies. Researched methodologies inform custom and practice of lesson delivery. Teachers adopt best practice instructional strategies to deliver lesson outcomes and ensure student learning.

Supporting the Teaching Action Cycle

Three key features critical to the effective delivery of programs and the operation of the Teaching Action Cycle are teaching, student wellbeing and professional learning.

Teaching

As outlined in the cycle, teachers have a comprehensive understanding of the curriculum for senior schooling programs and the pedagogy to deliver best practice in the classroom. Teachers are expected to promote literacy and language development and student achievement across the range of abilities within the student cohort. The *How Language Works* program is utilised extensively in some teams as an approach to structuring language-rich lessons.

A school-based program is being rolled out to support the growth of instructional skills. This aligns to the Department's 'Teaching for Impact' approach.

Teachers will have high expectations for their students. They encourage students to achieve and provide feedback on progress.

Student Wellbeing

For students to achieve success they need to attend school, have a belief in themselves and have their basic needs met. Maslow's *Hierarchy of Needs* underpins our approach in ensuring students are ready for class. Needs not only include the physical such as food, clothing and school supplies but also confidence, mental health and care.

To promote student readiness to learn, Cyril Jackson SC has a comprehensive Student Services team. The team works across all areas of student need to address issues and improve student welfare.

As a senior secondary school, our staff understand post-school options and pathways to further study, training or employment. To assist with the transition from school, our staff provide guidance and counselling focused on abilities and needs to the benefit of each individual student.

Professional Learning

Teachers engage in development activities and performance management as strategies to assist improvement. The basis of performance management is reflection and self-analysis and a personal plan to improve an aspect of teaching practice. Professional learning also takes place in professional communities such as SCSA-led moderation seminars and in learning area teams within the TLC construct. Peer-observation and self-observation through the use of video are also valued professional learning activities.

The Outcome of Teaching and Learning

The intent of educational programs is successful students. Our goal is to ensure that our students are successful in their individual programs and transition to their preferred pathways – wherever and whenever they may be. Students attaining their preference of employment or further training are seen to be as successful as those who attain their preference of a university offer.

The key fundamentals to successful student learning may be seen through the following.

- Know the goals of the program and each lesson.
- Understand the standards that must be met to reach the goal.
- Receive feedback to enable growth and progression to the next level of achievement.

Conclusion

Cyril Jackson SC teachers demonstrate and share our Values of Inclusivity, Respect, Opportunity, Achievement and Resilience. This Pedagogical Framework supports our whole-campus approach to teaching and learning, providing a blueprint to improve practice through the understanding of impactful teaching strategies, data analysis, classroom observation and targeted professional learning. This not only ensures better student outcomes but also clearly underpins our deep conviction that “Every Student Matters”.