# One Mile State School Pedagogical Framework

<table>
<thead>
<tr>
<th>Dimensions of Teaching</th>
<th>IDEAS</th>
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<tbody>
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<td><strong>Curriculum Intent</strong></td>
<td><strong>Teachers are the Key</strong></td>
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<tr>
<td><em>Is what we want students to know, understand and be able to do.</em></td>
<td><strong>Success breeds Success</strong></td>
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<tr>
<td><strong>Assessment</strong></td>
<td><strong>No Blame</strong></td>
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<td><strong>Professional Learning</strong></td>
</tr>
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<td><strong>Sequencing Teaching and Learning</strong></td>
<td><strong>Alignment of School Processes</strong></td>
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## ASOT – Marzano

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<th>What will I do to help students effectively interact with new knowledge?</th>
<th>Planning we do:</th>
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<td>✓ Align with mandated curriculum:</td>
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<td>✓ Differentiated assessment</td>
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<td>The evidence on which judgments about student learning are made in order to inform future teaching and learning.</td>
<td>✓ Assessment is used:</td>
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<td><strong>Sequencing Teaching and Learning</strong></td>
<td>✓ Front-end assessment</td>
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<td>The relationship between what is taught and how it is taught in order to maximise student learning.</td>
<td>✓ Understand varying learning styles</td>
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<td>✓ Differential of instruction to meet individual student needs</td>
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<td>✓ Link to school priorities</td>
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<td>✓ Unit Overviews</td>
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### Strategies we use:
- Develop Professional networks
- CZC Units
- Unit Planning
- Scope and Sequence
- Lesson Planning
- Individual and Team Planning
- Numeracy coach
- STL&N Intervention
- Pre-testing
- Personal Development Plans
- Diagnostic Testing
- Collegial engagement

### Strategies we use:
- Whole School Curriculum, Assessment and Reporting Plan
- Front-end assessment
- Review results
- Modify planning
- Use of a variety of techniques
- Moderation processes to ensure quality assessment tasks
- Identification of CCEs
- Provision of A & C standard exemplars
- Assessment Calendar

### Strategies we use:
- Development of Quality expectations
- Identification of CCEs
- Embed ICT concepts
- Embed MAD and Reading For Life into curriculum delivery

### Strategies we use:
- Provide clear, specific criteria relevant to the task
- Metacognitive self-regulation
- Teach students how to use task-specific standards descriptors and exemplars to plan and review their progress
- Whole Class Assessment and Reporting
- Alignment to OMSS Data Plan and OMSS Priorities

### Strategies we use:
- Focus on Social skills program at commencement of school year
- Model effective and appropriate relationships with students
- Responsible thinking teaching underpinning supportive school environment
- Explicit teaching of OMSS support hand

### Evidence we see:
- Term Overviews
- Letters in student diaries
- Student profiles
- Focused team meetings
- A common understanding of the alignment between what is planned, what is taught, what is assessed, what is reported
- Adopt and Adapt
- Numeracy coaching
- Parent support
- Professional Learning
- HOC Support
- Teacher Mentoring

### Evidence we see:
- Goal Setting in students’ goals/diaries
- Students engaging in self and peer feedback
- Students know their level of achievement in each KLA
- Results and comments entered into Oneschool mark book
- Feedback discussions with parents, students and other teachers
- Moderation horizontally and vertically across cohorts
- Written feedback in student teaching books and on assessment tasks
- Data Walls
- Class Snapshots
- Data Analysis
- Targeted intervention
- Professional Discussions on Data improvement

### Evidence we see:
- OMSS Behaviour Levels reviewed each term
- Explicit teaching of Social Skills program
- Responsible thinking questions in every classroom
- Virtues embedded through teaching and learning
- OMSS Diary with explicit expectations of behaviour
- Year 7 Smart Choices program delivered by community
- Smart Moves embedded within teaching and learning
- Visual virtues signs around school environment
- OMSS Support Hand for every OMSS student
- Engagement with Day for Daniel
- Gotcha Awards
- Leadership Positions
- Behaviour level improvement celebrations
- Graduation ceremony
- School Camps + Excursions

### Evidence we see:
- OMSS Data Planning and Goal Setting
- OMSS Diary with students setting learning goal
- Parent/Teacher meetings to review, monitor and target student learning
- Student of the Month
- Individual Class reward systems
- Newsletter items to support learning improvement
- OMSS Earlyact Club
- Parent engagement at school – volunteers, P & C, parades, learning celebrations
- Learning goals displayed in P-3 classrooms

### Evidence we see:
- OMSS rules displayed in every classroom
- OMSS expectations posters displayed in every classroom
- Acknowledgement of positive behaviour through rewards – gotcha’s, class incentives, parades, newsletter items
- Responsible thinking classroom at break times
- Administration engagement in behaviour
- Parental engagement in classrooms by OMSS Student performance team
- Letters of recognition sent to students
- Parent involvement in celebrations of success
- Classroom Elearning plans
- Student ICT agreements
- Classroom BM Plans
- Individual Manage’T Plan
- Data Analysis of BM incidents through Oneschool

### Strategies we use:
- Explicit teaching of expectations of classroom rules and procedures
- Explicit teaching of expectations of ICT engagement within and outside school environment
- Comprehensive procedure for adherence and lack of adherence to classroom rules and procedures through OMSS RBPS
- Focus on school wide expectations at every available opportunity – parades, classrooms, newsletters
- Celebration of success
- Engagement with consumers

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