One Mile State School Pedagogical Framework

IDEAS

Teachers are the Key	Success breeds Success	No Blame	Professional Learning	Alignment of School Processes

Dimensions of Teaching

Curriculum Intent	Assessment	Sequencing Teaching and Learning	Making Judgments	Feedback	Cohesive and Supportive Community	School Values	School Culture
Is what we want students to know, understand and be able to do.	The evidence on which judgments about student learning are made in order to inform future teaching and learning.	The relationship between what is taught and how it is taught in order to maximise student learning.	Teachers and students using standards to make evidence-based judgments in order to monitor and inform the next steps for learning.	Information and advice provided by a teacher, peer, parent or self about performance aimed at improving learning.	Recognition of difference, student well-being.	Comprehensive and challenging learning goals for each student based on agreed data sets	Consistent, whole-school approaches to classroom and behaviour management including responsible and ethical use of digital technologies

ASOT – Marzano

What will I do to help students effectively interact with new knowledge?	What will I do to help students generate and test hypothesis about new knowledge?	What will I do to develop effective lessons organized into a cohesive unit?	What will I do to establish and communicate learning goals, track student progress, and celebrate success?	What will I do to help students practice and deepen their understanding of new knowledge?	What will I do to establish and maintain effective relationships with students?	What will I do to communicate high expectations for all students?	What will I do to establish and maintain classroom rules and procedures? What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
Planning we do: ✓ Align with mandated curriculum: ▪ ACARA, QCARF, Early Years Guidelines ✓ Align with whole school Data Plan ✓ Engage in professional learning Professional Standards for Teachers	**Planning we do:** ✓ Alignment with curriculum intent, teaching and learning ✓ Differentiated assessment ✓ Assessment is used: • *for learning* - to use student progress to inform teaching • *as learning* - to inform students' future learning goals • *of learning* - to assess student achievement against goals and standards	**Planning we do:** ✓ Front-end assessment ✓ Understand varying learning styles ✓ Differentiation of instruction to meet individual student needs ✓ Link to school priorities ✓ Unit Overviews	**Planning we do:** ✓ Using standards, evidence and teacher agreement to achieve consistency of judgement ✓ Alignment with exit criteria ✓ Know relevant curriculum documents	**Planning we do:** ✓ Use individual student achievement data to close the gap between where students are and where they need to be. ✓ Self and peer feedback ✓ Goal setting ✓ Pre-testing and post-testing	**Planning we do:** ✓ Align with DETE mandated priorities: ▪ Learning and Wellbeing Framework ▪ Inclusive Education ▪ Safe, Supportive and Disciplined Learning Environment ✓ Engage in Smart Moves ✓ Engage in Smart Choices ✓ OMSS Social Skills Program ✓ OMSS Virtues Program ✓ OMSS Behaviour Levels	**Planning we do:** ✓ Alignment with ▪ United in Pursuit of Excellence ▪ Parent and Community Engagement Framework ✓ Embed the OMSS Data Plan ✓ Set targets and goals ✓ Alignment with ▪ Everyday counts ✓ Community Partnerships	**Planning we do:** ✓ Align with Schoolwide Positive Behaviour support ✓ OMSS Responsible Behaviour Plan for Students ✓ OMSS school Rules

Strategies we use:	Strategies we use:	Strategies we use:	Strategies we use:	Strategies we use:	Strategies we use:	Strategies we use:	Strategies we use:
✓ Develop Professional networks ✓ C2C 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	✓ 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	✓ Classroom Observations ✓ Modelling and encouraging the use of metalanguage ✓ Identification of relevant CCEs ✓ Embed ICT concepts ✓ Embed MAD and Reading For Life into curriculum delivery **Direct Teaching:** Explicit teaching, Intensive teaching, Structured Overview, Drill and Practice **Indirect Teaching:** Inquiry-based, Inductive teaching, Problem-based, Independent learning **Interactive Teaching:** Whole-class discussion, Cooperative learning, Peer partner learning **Experiential Teaching:** Field experience, Simulation, Role play, Process drama	✓ Develop clear, specific criteria relevant to the task ✓ Provide clear expectations about quality performance ✓ Be clear and explicit with students about how they will be judged ✓ Teach students how to use task-specific standards descriptors and exemplars to plan and review their progress ✓ Whole Class Assessment Overview to inform gaps ✓ Alignment to OMSS Data Plan and OMSS Priorities	✓ Provide quality feedback against individual student improvement goals ✓ Seek quality feedback on teaching performance from students ✓ Give timely feedback (within 2 weeks for assessment) ✓ Design classroom activities, assessment to gather evidence about learning ✓ Access to the Whole School Data Book ✓ Teachers engage in self-feedback and receive quality feedback from peers (collegial engagement)	✓ Focus on Social skills program at commencement of school year ✓ Model effective and appropriate relationships with students ✓ Responsible thinking theory underpinning supportive school environment ✓ Explicit teaching of OMSS support hand	✓ Promotion of attendance through newsletter articles, school sign ✓ Cohort planning meetings to set student targets ✓ Support programs focussed on explicit student improvement of students within bands ✓ Engagement with Gympie Cooloola Rotary Club	✓ 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 Cybersafety
Evidence we see:	**Evidence we see:**	**Evidence we see:**	**Evidence we see:**	**Evidence we see:**	**Evidence we see:**	**Evidence we see:**	**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	✓ Modified assessment tasks ✓ Range and balance of assessment ✓ CCEs visible on task sheets ✓ Completed student diary assessment tables ✓ Assessment task sheets ✓ A & C standard exemplars ✓ OMSS Data Plan ✓ Extension Program ✓ Pre and Post Testing	✓ Feedback from Classroom Observations ✓ Learning intent visible for students in every lesson ✓ Use of spelling lists for every unit ✓ Teachers sharing practice and engaging in professional conversations ✓ Moderation ✓ Modelled, guided, independent and shared reading. ✓ Naplan Preparation Program ✓ Peer Tutoring ✓ Oneschool Support Plans ✓ SEP teachers ✓ OMSS Teacher Timetables	✓ Goal Setting in students' books/diaries ✓ 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 workbooks and on assessment tasks ✓ Data Walls ✓ Class Snapshots ✓ Data Analysis ✓ Targeted intervention ✓ Professional Discussions on Data Improvement	✓ Conversations between teachers and students ✓ Students engaging in self and peer feedback ✓ Students know their level of achievement in each KLA ✓ Students results written in diaries ✓ Parent Teacher Interviews ✓ School Reporting	✓ 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	✓ OMSS Snap shot ✓ 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	✓ 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 ✓ Collegial engagement in classrooms by OMSS Student performance team ✓ Letters of acknowledgement 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