Brookfield State School
Pedagogical Framework

Vision

“Celebrating difference by providing a rigorous and supportive learning environment where everyone strives to do their best.”

Motto

“A sound mind in a sound body.”

Pedagogical Approach

In 2013, Brookfield will have a contemporary Pedagogical Framework to inform teaching practice (how) and C2C materials to support the planning, preparation, delivery, assessment and reporting of curriculum (what).

Our Pedagogical Framework is:
- aligned with strategic planning and our organisational framework;
- linked to our school vision and motto;
- research validated; and
- supports excellence in teaching and learning practices.

Our Framework encourages a cohesive professional learning community regularly engaging in pedagogically focused dialogue and is based on six key principles of effective schools:

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At Brookfield State School, we demonstrate these six key principles throughout the school and in our classrooms as we implement our Teaching and Learning Cycle. Our Pedagogical Framework, along with research (Fisher and Fray; Fleming; Prof. David Rose) and best practice informs our Brookfield State School Teaching and Learning Cycle which ALL teachers implement.

The key features of these principles as demonstrated at Brookfield State School are outlined below.

### Student centred planning

- Knowledge of students:
  - skills, abilities, backgrounds, learning styles
  - discussions and meetings with previous teachers and support staff
  - pre-assessment used to inform teaching
  - data collection – tasks, standardised testing, anecdotal notes, observations
  - create personal learning goals

- Knowledge of curriculum:
  - differentiation – vary the pathways – content, process, product, environment
  - assessment and moderation to inform further teaching and learning

### High expectations

- Exemplars:
  - Achievement and Behaviour expectations are clear and modelled
  - Assessment, workbook, physical examples
  - Clear criteria – criteria sheets, Guides to Making Judgements (GTMJs)

- Personal learning goals:
  - Targets, specific to individual children’s skills, allow for individual differences, regularly monitored, student goals and teacher goals

- Explicit teaching:
  - WALT and WILF used with intention
  - Communication – clear, consistent, students, teachers and parents
  - Feedback – realistic, promoting risk taking and resilience, regular

- Awards, rewards and incentives are relevant and known to students
Aligned curriculum, assessment and pedagogy

- Curriculum:
  o ACARA, C2C, QCAR, BSS curriculum documents
  o Teacher knowledge across curriculum areas
  o Adapt curriculum to suit learners and context
- Pedagogy:
  o Capture student interest, catering to individual learners, flexibility and versatility of delivery, incorporating teachers personal teaching philosophies
  o Questioning techniques and variety, including Bloom’s Taxonomy, Thinking Hats, Multiple Intelligences
  o Reflection
- Alignment:
  o Moderation, year level meetings, discussions and observations of others, collaborative planning

Evidenced based decision making

- Data:
  o School based data, EQ data, OneSchool data, National data, specialist data, learning data, behavioural data, standardised testing, observations, assessment, external agency reports
  o Use to inform planning, teaching and assessment
  o Validate through moderation
  o Latest research and practices to apply in teaching
- Differentiation:
  o Use data to create flexible groupings for teaching and learning
  o Set goals for continuous improvement
- Reflection:
  o Student and teacher reflection

Explicit instruction

- Explicit Teaching Strategies:
  o WALT and WILF in all lessons
  o Prior knowledge check
  o Personal learning goals for students
  o I do, we do, you do
  o Target instruction based on needs of individuals and groups
  o Small steps to deliver information and concepts with scaffolding from teacher
  o Teacher and student reflection on learning

Supportive school environment

- School culture:
  o Strong leadership, collegial support and inclusion, staff morale, welcoming, demonstrate school values, team work, communication
  o Responsible behaviour plan:
    ▪ Be Safe, Be Responsible, Be Respectful
- Classroom culture:
  o Modelling school and class rules, clear expectations
  o Promote qualities:
    ▪ supportive, inclusive, resilient, appreciation, respect, academic risk taking, belonging, inspiration, challenge, engaging, intriguing, creative, flexible, fun
- Communication:
  o Open, honest, considerate and informative
  o Between and among leadership team, administration team, teachers, students, parents, P&C association and wider community
  o Feedback – non threatening, regular, honest
  o Parent communication and meetings regularly
  o Regular meetings – sharing information, building team work and collegiality
  o School assemblies to share and celebrate successes