



CRAIGSLEA STATE SCHOOL

LEARN FOR LIFE

Model of Continual Professional Learning

Embedding our school's improvement agenda is founded on a strong professional learning community. Our teachers are committed to continual professional learning through instructional leadership and working in professional learning teams as depicted in the cycle below.



PEDAGOGICAL FRAMEWORK

SCHOOL VISION
 Craigslea State School will deliver an education to develop successful 21st century citizens by maximising the learning achievements of every student, in every lesson, every day through highly effective teaching practices in a safe and supportive environment

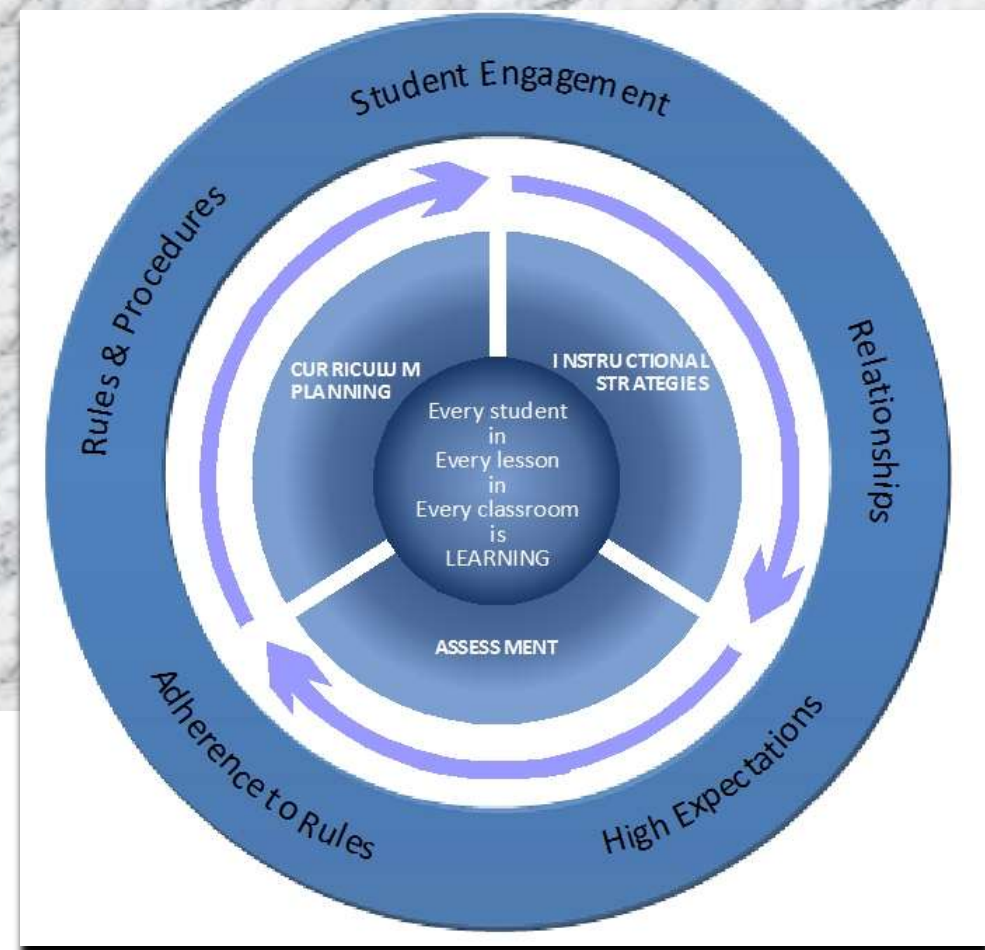
At Craigslea, we believe that every child can learn. Our pursuit of excellence in teaching (our success as teachers) is realised through a continual cycle of planning curriculum, implementing proven instructional strategies and assessing their effectiveness and impact on our teaching.

This effective teaching and learning cycle is supported by an environment that is embodied by high expectations for all students' learning and behaviour, a strong learning engagement, positive relationships, clear rules and procedures and consistent adherence to these rules.

Our commitment to achieving the best outcomes for students in a safe and supportive environment is embedded in our school's motto of 'Learn for Life' and our four values of promoting *Learning*, developing *Individuals*, establishing *Friendships* and fostering a positive learning *Environment*.

Our pedagogical framework is informed by the Australian Professional Standards for teachers and the research done by Robert Marzano, John Hattie and Archer & Hughes.

This framework is supported by Craigslea State School's policies, programs, practices, tools and strategies to support staff to develop capacity in delivering high quality teaching focussed on the achievement of every student.



Craigslea State School Pedagogical Framework

LEARNING- Be an active Learner

- DQ 2 New Knowledge
- DQ 3 Deepening new knowledge
- DQ 4 Evidence of learning
- DQ 10 Developing lessons into cohesive units

Curriculum Planning: The Teacher :

- Has a deep knowledge & understanding of:
 - students and how they learn.
 - the curriculum (ACARA & C2C) and how to teach it
- Varies the pathways for student learning by scaffolding & planning for a differentiated curriculum.
- Front-ends the summative assessment task, aligns it with the curriculum intent & explicit standards and criteria in the GTMJ.
- Uses the CSS lesson design based on the elements of the Direct Instruction Model & considers the warm ups, the gradual release of control (I Do, We Do, You Do together, You Do) and the closure.

Instructional Strategies: The Teacher

- Uses evidence-based strategies in the presenting of knowledge according to the phase of learning where students:
 - interact with new knowledge (**summarising & note taking, non-linguistic representations; cues, questions & graphic organisers**, chunking, relate to prior experience & learning).
 - practise & deepens new knowledge (warm ups, **homework & practice, similarities & differences**) revise concepts
 - apply & use new knowledge
- **Generates & test hypothesis.**
- Engages students in **cooperative learning** (reciprocal teaching, discussion, problem solving) to develop critical thinking, peer tutoring, teamwork & interpersonal skills and respect for each other.
- **Sets objectives and provides** timely, specific and corrective **feedback** at critical junctures in the learning process.
- Establishes clear learning goals (school, year level, class, group, individual) through learning ladders, tracks and reflects and uses scales (rubric/proficiency) to measure success of learning.
- Scaffolds and differentiates the task and delivery of content based on student need and the intended learning goals.
- Provides multiple opportunities for students to demonstrate what they know and can do.
- Uses higher order thinking skills and strategies to challenge students and deepen students' knowledge, skills and understanding.
- Enhances student access through planned and skilful questioning.
- Creates opportunities to reflect on teaching & for students to reflect on learning.
- Uses exemplars for students to aspire to a higher standard of work.
- Ethically and innovatively employs elearning tools to enhance selected strategies.

Assessment: The Teacher:

- Uses diagnostic & formative assessment to determine prior learning and to check for understanding, identify misconceptions and adjust teaching.
- Intentionally/Purposefully collects and analyses data to inform teaching and learning.
- Adjusts and/or modifies summative assessment tasks and GTMJ to align with teaching and learning.
- Engages in moderation practices to ensure consistency of judgements using explicit standards.
- Reports on student progress to parents in formal and informal settings.
- Celebrates success of student achievement and effort.

INDIVIDUALS – Be Responsible

- DQ 5 Engagement
- DQ 9 High expectations

The teacher:

- Sets high expectations for learning and behaviour.
- Sets, tracks progress and reflects on goals for learning and behaviour.
- Engage students by:
 - using academic games to focus attention
 - using physical movement through flexible groupings
 - maintaining a lively pace of lesson
 - demonstrating intensity and enthusiasm
 - using high interest activities that stimulates and challenges
- Celebrates success by **reinforcing effort and providing recognition** through Craigslea Stars, LIFE Awards, Year 7 Academic awards, Principal's Academic Award.

FRIENDSHIPS – Be Respectful

- DQ 8 Establishing relationships

The Teacher

- Establishes and maintains effective relationships with students, colleagues and parents and the community.
- Respects students by showing fairness & justice.
- Demonstrates interest in students and understands their background.
- Seeks partnerships with home.
- Displays objectivity and control.

ENVIRONMENT- Be Safe

- DQ 1 Routines
- DQ 6 Student engagement –Behaviours
- DQ 7 Adherence to rules & procedures

The teacher:

- Establishes and maintains consistent classroom rules, routines & procedures through explicit teaching.
- Fosters a safe, supportive learning environment for risk taking to occur.
- Ensures consistent adherence to rules & procedures in line with CSS Responsible Behaviour Plan.
- Uses evidence based programs (SWPBS, Social Skills, Individual behaviour plans & class meetings) to reflect on behaviour.
- Organises the physical environment to promote **co-operative learning** and teacher directed lessons.

Learning Individuals Friendship Environment

