Mount Tyson State School Pedagogical Framework

The Mount Tyson State School Pedagogical Framework is the schools’ vision encompassing the delivery of explicit teaching to facilitate learning in the classroom. The framework has been designed to incorporate the well-being of our students.

At the core of the framework is our belief that:

- All students matter, every day
- All students can achieve high academic results
- Quality practices within the school enhance learning

The Pedagogical Framework is informed by national and international educational research, Education Queensland policy, National guidelines, discussions with teachers, other Band 5 principals, and our school community. The pedagogical framework is a set of organizers based on significant research that guides the quality delivery of our mandated curriculum. It is underpinned by the research of Archer and Hughes “Explicit Instruction” (including the 16 Elements) and Symphony

Hyperlinks:

16 Elements

Symphony

The Framework sets out clear expectations of our teachers and requirements of our school. It informs our community of the things we value and how we equip our students for the future.
Curriculum
(the what)

Teaching, learning and preparing our students for the 21st century is the core business at Mount Tyson State School. Our task is to teach with explicit instruction enabling students to learn, grow, improve and prepare for the future.

Our Core Learning Priorities are based on “The Pursuit of Excellence” and they include:

- Reading
- Writing (including spelling, grammar, punctuation, as well as structure)
- Numeracy
- Science
- Attendance, retention, attainment, transition of all students at key junctures
- Closing the Gap between the attendance and outcomes of Indigenous and non-Indigenous students.

Our school uses a whole school plan for curriculum delivery. The plan is aligned with the P-12 Queensland Curriculum Assessment and Reporting Framework (http://education.qld.gov.au/qcar/), Australian Curriculum (C2C), Early Years Guidelines.

The Dimensions of Teaching and Learning

The Dimensions of Teaching and Learning form the basis of every teacher’s professional practice at Mount Tyson State School and is the framework of the C2C units.

The following Document outlines our curriculum expectations for each grade covering all KLAs as well as the assessment and data management practices that occur in Mount Tyson State School. The second document outlines our student reporting processes:

Mount Tyson Curriculum Assessment and Reporting Framework
Mount Tyson Reporting Plan
Data Management

At Mount Tyson we collect a range of data to inform our teaching. Data includes behavior management data, class attendance data, classroom assessment data and A-E reporting data.

The school has an assessment schedule outline in the Curriculum Assessment and Reporting Framework. This outlines short term data expectations (5 weeks) mid-term data expectations (6 months) and long term data including NAPLAN.

We utilize OneSchool to collect all data and OneSchool Dashboard to analyse this data. We have a range of meeting where data is essential in our decision making.

- This informs our teaching
- We use this data to diagnose, design, make decisions and track students who have Evidence Based Plans. These are students who are at risk of falling below national minimum standards in reading, writing, spelling, grammar and punctuation and numeracy.
- This data also assists in the development of Individual Behavior Plans.
- This data assists in making whole school decisions.
# Pedagogy  
(The How)

<table>
<thead>
<tr>
<th>What informs our practice?</th>
<th>How are we going to help students improve their learning outcomes?</th>
<th>What monitoring tools are going to be accessed and used?</th>
<th>How are we going to foster collaborative capacity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>P-12 Queensland Curriculum</td>
<td>Explicit Instruction Methodology</td>
<td>NAPLAN</td>
<td>Performance development framework</td>
</tr>
<tr>
<td>National Curriculum (C2C)</td>
<td>Explicit Teaching</td>
<td>School Based assessment and monitoring systems</td>
<td>Staff at Mount Tyson work collaboratively using peer feedback model based on our professional development of the 16 Elements of explicit instruction, from Archer and Hughes</td>
</tr>
<tr>
<td>Assessment and Reporting Framework</td>
<td>Teaching higher order thinking <em>(Symphony)</em></td>
<td>Classroom assessment</td>
<td>Feedback of student bookwork by the principal</td>
</tr>
<tr>
<td>Early Years Guidelines</td>
<td>Use of a variety of digital and non-digital resources to support teaching <em>(symphony)</em></td>
<td>Refer to Assessment and Reporting Framework</td>
<td>Staff form part of a network of teachers in the region to plan C2C together, and to moderate together and to share resources.</td>
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<tr>
<td></td>
<td>Use of data to inform teaching</td>
<td></td>
<td>Band 5 schools within the cluster have worked together to assist in the creation of this pedagogical framework that is underpinned by the DDSW Region Charter of Expectations. We will continue to work together to create and undertake PD opportunities.</td>
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<td></td>
<td>Goal setting</td>
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<td></td>
<td>Differentiated planning and teaching. Provision of teaching and learning resources.</td>
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</table>
Learning Environment
(the culture)

Quality classroom teaching has a profound influence on student learning and wellbeing. At Mount Tyson we encourage risk taking and celebrate success in a supportive, safe environment.

At Mount Tyson State School we believe:

- School is driven by a deep belief that every student is capable of successful learning;

- High priority is given to building and maintaining positive and caring relationships between staff, students and parents. We maintain a learning environment that is safe, respectful, tolerant, and inclusive and that promotes intellectual rigor which promotes learning. Learning and Wellbeing Framework

- Our Responsible Behaviour Plan for students facilitates high standards of Behavior so that the learning and teaching can be effective and students can participate positively. This is underpinned by our values framework. Responsible Behaviour Plan

- Classroom Walkthroughs build teacher capacity as we raise expectations, model strong leadership and promote differentiated intervention for all within a collaborative environment.

Supporting the Pedagogy

The following documents have been developed collectively and are based the latest research. These support the pedagogy that occurs in the areas outlined:

Homework Policy
Bookwork Policy
Reading Framework
Community Engagement

At Mount Tyson we understand the importance of parents and carers in a child’s education:

- Our programs and processes are promoted in a number of ways including via the newsletter, at parades and on our school website. We also promote education with events such as book week, and our gala evening.

- Parents and carers assist in the classroom with teaching and with the maintenance of resources. Importantly we offer support to parents and carers to provide consistent assistance for their child.

- Our homework policy involves strong elements of revision and this supports all classroom learning.

- We have a premium reporting system to keep parents and carers informed about their child’s learning. This includes parent teacher nights, learning statements written by classroom teachers each term and 5 weekly reports.

- At Mount Tyson we offer playgroup to assists those younger students with the language and social skills that are beneficial when they commence more formal lessons in prep.

Policies and Procedure

P-12 Curriculum and Assessment and Reporting Framework

Pedagogical Framework
Parent and Community Engagement Framework
Capability and Leadership Framework
The Learning and Wellbeing Framework

United in our Pursuit of Excellence 2012 – 2016
Regional Charter of Expectations

Partnerships

Cluster
Staff
Community
Pedagogical Coach

Review

This is a working document and will be reviewed each year as trends change, our policy strength grows or changes, and as our human resources change.