

Pedagogy at Camp Hill State Infants and Primary School

OUR CHALLENGE

To unite the school in a common purpose and to teach with greater precision, to ensure every student succeeds, by adopting these six core systemic principles to guide high quality evidenced based teaching practices.

How these principles are enacted at CHSIPS:

6. Safe, supportive, connected and inclusive learning environments

Consistent, whole of school approaches to manage behaviour, recognition of difference and student well-being are addressed through the following school structures:

- Student Code of Conduct
- Wellbeing Framework
- Inclusive Special Education Programs
- School Wellness and Wellbeing Committee
- *Habits of Mind* and *You Can Do It* programs

5. Targeted and scaffolded instruction

- Since 2013, *Camp Hill State Infants and Primary School* agreed to adopt the teaching practices outlined in Robert Marzano's *The Art and Science of Teaching* in an effort to implement a whole of school approach to effective classroom pedagogy. Since then, this knowledge has been supported and expanded through *The New Art and Science of Teaching* and a range of contemporary teaching models which align with Marzano's Framework:
- *Reading to Learn*-Doctor David Rose
- *Visible Learning*-John Hattie
- *Deep Learning Engage the World Change the World*-Michael Fullan, Joanne Quinn and Joanne McEachen

The culture, structures and teaching strategies the school has adopted have provided a whole school approach to differentiated teaching and learning for all students including:

- students with disability
- gifted and talented students
- students who are learning English as an additional language or dialect (EAL/D)

4. Evidence-based decision making

Whole of school data collection is informed by:

- validated age appropriate diagnostic tests
- summative data based on agreed marking guides for making judgements i.e. A-E standards
- national testing program to track cohorts progress overtime and to compare results of teaching practices within the broader population

The sustained impact of the agreed teaching methods is regularly evaluated and analysed after feedback:

- with teachers through professional conversations, coaching, mentoring and supervision
- with students through conferencing and the establishment and achievement of personal learning goals e.g. *I Can Write*
- with parents through individual reporting practices and results from the *School Opinion Survey*

1. Student-centred planning

Teachers:

- Refer to students' profile of prior learning and attributes to guide decision making
- Provide clearly stated learning goals for units of work
- Design proficiency scales which describe students level of performance towards their learning goal
- Review formative, summative and diagnostic assessment to inform variation in teaching practices in order to provide differentiation

2. High expectations

Teachers:

- Ensure that there is a progressive development of students' deep understanding of concepts, principles and 'big ideas' in learning goals
- Plan for the development of cross curricular skills including teamwork, critical thinking, problem solving and evaluation of information
- Participate in learning opportunities provided by the school to consolidate a consistent approach within the school context e.g. induction, coaching, in-service, mentoring, triads and refresher courses

3. Alignment of curriculum, pedagogy and assessment

The school promotes a shared, coherent, viable curriculum plan, based on the *Australian Curriculum*, to ensure consistent teaching and learning expectations through alignment of:

Intended Curriculum	Enacted Curriculum	Experienced Curriculum	Assessed Curriculum	Achieved Curriculum
What we want students to learn.	Through pedagogy that engages the students with the intended curriculum.	How students experience the curriculum differs from student to student.	Assessing what we want students to learn.	Deciding what students have learnt as a result of what we've taught.

Procedures implemented to support this alignment:

- Whole of school agreement to pedagogical approaches through lesson design i.e. *Reading to Learn*
- Year level curriculum planning sessions each term to ensure collaborative practices and shared understandings
- Collection and analysis of data on a regular basis
- Moderation to support consistency of teacher judgments and accuracy of reported results against the relevant standards
- Feedback through coaching, mentoring and triads

