Wilston Way – Pedagogical Framework

Our students

At Wilston State School, through the provision of a caring and supportive learning environment, we aim for students to become;

| literate | numerate | effective communicators | diverse and critical thinkers | ethical and active citizens |

engaged lifelong learners   confident, resilient, self-managed individuals who have high expectations of themselves

Our teachers

- Commit to our School Improvement Agenda
- Know their students and how they learn
- Know the content and how to teach it
- Analyse and use data to improve teaching and learning
- Cater for the diverse learning needs of their students
- Differentiate the content, process and product to maximise student learning outcomes
- Engage in Professional Learning Communities – Book Clubs, Professional Development, Watching Others Work
- Engage with the Developing Performance Framework; completing Performance Development Plans and participating in a Supervisory Model (differentiated supervision and support)
- Participate in coaching to improve teaching and learning
- Form powerful partnerships – school, parents and community
- Collaborate in Year Level Teams – (curriculum alignment - curriculum intent and assessment, A and C annotated exemplars, school and cluster moderation)
- Utilise information, communication technologies to engage learners and enhance teaching and learning.

Our teachers are informed by:

Policies and Procedures

- Wilston State School Statements
  - Reading   Spelling   Numeracy
- Staff Handbook
- Homework, Bookwork and Proofreading Policies
- Whole School Responsible Behaviour Plan for Students
- Student Wellbeing
- Gifted and Talented Education Action Plan (GATE)

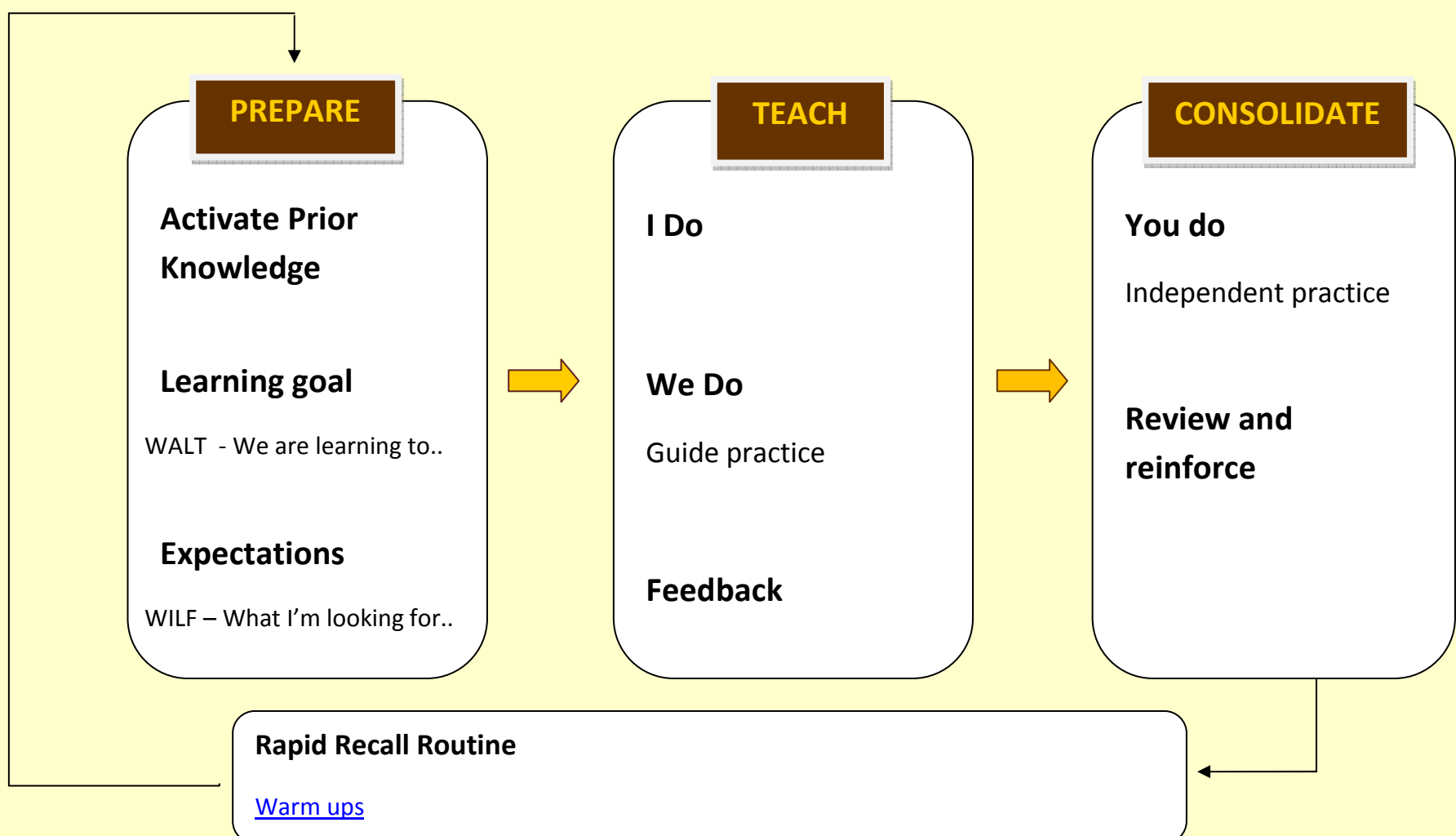### Curriculum planning, assessment and reporting plans

- P-12 curriculum, assessment and reporting framework
- Whole school curriculum, assessment and reporting plan
- Curriculum alignment - curriculum intent and assessment, A and C annotated exemplars, school and cluster moderation.
- Assessment Overview and Reporting Guidelines

Our teachers implement:

High Impact Teaching

Critical Teaching Functions Sequence

PREPARE

Activate Prior Knowledge

Learning goal

WALT - We are learning to..

Expectations

WILF – What I'm looking for..

TEACH

I Do

We Do

Guide practice

Feedback

CONSOLIDATE

You do

Independent practice

Review and reinforce

Rapid Recall Routine

Warm ups

Developed in consultation with Yvana Jones

This Pedagogical Framework is informed by the research of: Classroom Instruction that Works (Dean, Hubbell, Pitler & Stone 2011), Marzano (1998) and Explicit Instruction, Effective and Efficient Teaching (Archer & Hughes 2011)).