Pedagogical framework

Each school is required to have a pedagogical framework that is collaboratively developed with the school community to ensure 'high quality, evidence-based teaching practices focused on success for every student'.[1]

This requirement acknowledges the impact of quality teaching and the evidence that research-validated pedagogy – implemented with consistency across a school setting and supported by instructional leadership – improves student performance and develops successful learners.

Expectations

Schools will implement a research-validated pedagogical framework that:

1. describes the school values and beliefs about teaching and learning that respond to the local context and the levels of student achievement

2. outlines processes for professional learning and instructional leadership to support consistent whole-school pedagogical practices, to monitor and increase the sustained impact of those practices on every student's achievement

3. details procedures, practices and strategies – for teaching, differentiating, monitoring, assessing, moderating – that reflect school values and support student improvement

4. reflects the following core systemic principles.

Core Systemic Principles

Student-centred planning:
- decisions based on knowledge of the students and their prior learning and attributes
- range of agreed data used to tailor learning pathways and target resources
- frequent monitoring and diagnostic assessment to inform differentiation

High expectations:
- comprehensive and challenging learning goals for each student based on agreed data sets
- deep learning through higher order thinking and authentic contexts
- agreed procedures for ongoing induction, coaching, mentoring and support in teaching and learning for all staff

Alignment of curriculum, pedagogy and assessment:
- pedagogy aligned with curriculum intent and demands of the learning area/subject, general capabilities and cross-curriculum priorities
- assessment, with explicit criteria and standards, planned up front and aligned with teaching
- lesson design and delivery, including monitoring and data collection practices, consistent across the school and learning area
- moderation practices to support consistency of teacher judgment about assessment data

Evidence-based decision making:
- teaching and learning informed by student performance data and validated research
- quality evidence of the sustained impact of the agreed teaching methods is used to inform teaching and learning
- agreed feedback practices for staff, parents and students

Targeted and scaffolded instruction:
- comprehensive range of agreed contemporary teaching strategies that support curriculum intent, engage students and exploit available technology
- differentiated and scaffolded teaching based on identified needs of students

Safe, supportive, connected and inclusive learning environments:
- consistent, whole-school approaches to classroom and behaviour management, recognition of difference, student well-being and development of student autonomy
- innovative, responsible and ethical use of digital technologies.

[1] *Every student succeeding – State Schools Strategy 2014-2018.*