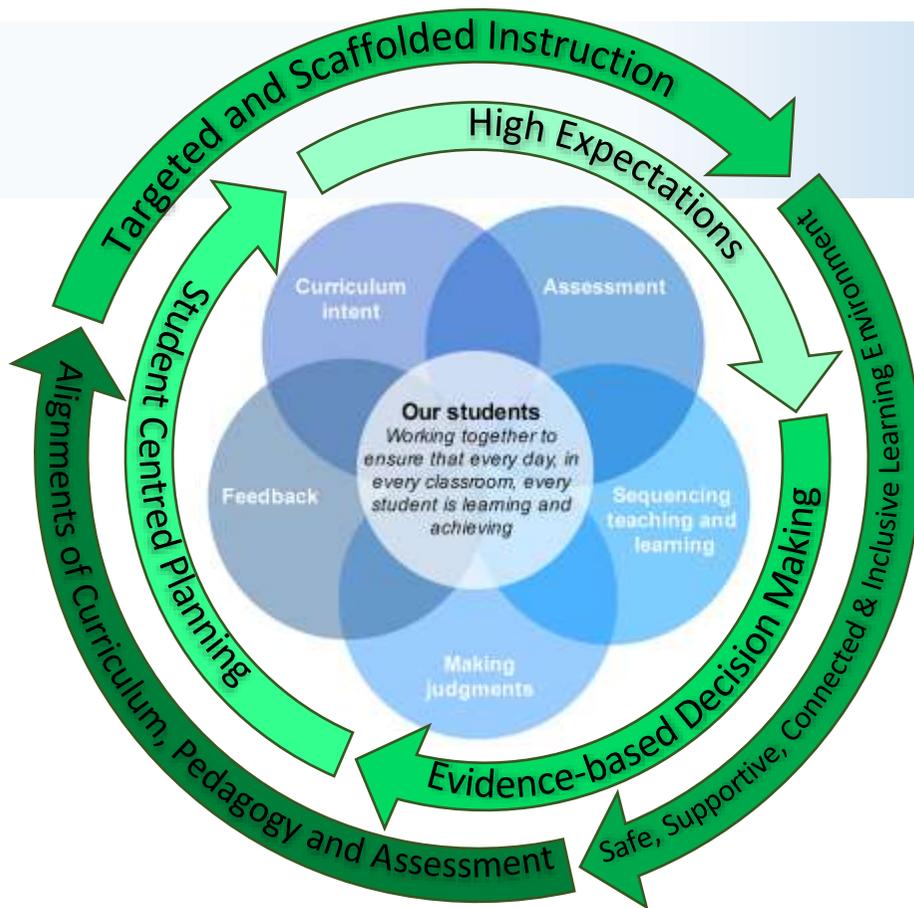


Berrinba East State School PEDAGOGICAL FRAMEWORK



Whole School Curriculum Plan
School will...
Outlines the school's priorities for teaching and learning in relation to our context. The document outlines coverage of the curriculum across the year and cohorts which is informed by and informs year level planning.

Year Level Curriculum Plan
Cohort will...
Identifies the specific teaching, learning and assessment across learning areas for the term. It clarifies the curriculum intent and ensures coverage, balance and responsiveness across the year. This document guides the development of unit overviews.

Classroom Unit Overviews
I will...
Identify the specific curriculum content, teaching strategies, approaches and resources to differentiate and deliver the curriculum, documenting this in my class unit plan.

	Student Centred Planning	High Expectations	Evidence-based Decision Making	Alignments of Curriculum, Pedagogy and Assessment	Targeted and Scaffolded Instruction	Safe, Supportive, Connected and Inclusive Learning Environments
Connected Curriculum	Connecting students with the Australian Curriculum by understanding their needs, abilities and interests. Know your data, Know your students, Know your strategies.	Teaching and learning is connected across all KLAS to deepen knowledge and understanding.	Formative & summative assessments are utilised to inform planning and provide students with timely feedback towards learning intentions and individual goals.	Planning expectations, through the Dimensions of Teaching & Learning, will align curriculum, pedagogy and assessment.	Differentiation and scaffolded instruction is planned for and evident in class unit and lesson plans (content/process/product/environment).	General capabilities are planned for and embedded in learning experiences to support student development.
EI	Activating prior knowledge and using the Gradual Release of Responsibility scaffolds the delivery of content to support student needs.	Clear learning intentions are set for every lesson with teachers providing timely feedback around success criteria. (WALT & WILF)	Monitoring student performance through Checking for Understanding is planned and executed frequently throughout the lesson to guide the teaching process.	Critical content is sequenced and broken down to support skill development and is aligned to assessment and reporting.	Response types, Show me Boards and Non-Volunteers are utilised to engage students in the learning process. Multiple opportunities to rehearse the skill is provided through distributed and cumulative practice.	Organising for Instruction created a classroom environment built on clear expectations and routines for learning.
SEL	Considering and planning for students' personal/emotional and social/relational dispositions, intelligences and learning behaviours, across all KLAS.	Students learn about their own emotions, values, strengths and capacities through The Resilience Project, Positive Behaviour for Learning lessons and the general capabilities embedded across all KLAS.	Utilise anecdotal, observations and behavioural data of students' social emotional learning to make decisions about further focused learning.	Explicitly plan for, teach, monitor and assess students' personal and social capabilities.	Provide examples and non-examples of expected behaviours, timely feedback and frequent positive acknowledgement to reinforce explicitly taught SEL skills.	Embed predictable routines, transitions and expectations into all aspects of learning to create an optimal learning environment for students.
AAP	Match pedagogical choices and characteristics to the developmental needs of students, planning for a range and balance of opportunities for students to further their development.	Plan for the delivery of Australian Curriculum using age appropriate pedagogical approaches specific to core content and the needs of the learners, articulating this as learning goals.	Formative & summative assessments (including Early Start) will inform planning and provide feedback on intended learning. The literacy continuum and QKLG is used as a tool to track learning.	Planning expectations, through the Dimensions of Teaching & Learning, will align curriculum, pedagogy (approaches and characteristics) and assessment.	Differentiation and scaffolded instruction is planned for and evident in class unit and lesson plans (content/process/product/environment).	The learning environment will be planned with the concept of a 'bridge' between ECECs – home environments and formal schooling, including the physical environment, routines/transitions and culture of the classroom.