PEDAGOGICAL FRAMEWORK

Teaching & Learning

McGUIRE COLLEGE
Caring Learning Community
WHAT IS THE PEDAGOGICAL FRAMEWORK?

The pedagogical framework creates the structure around the philosophy of teaching and learning at McGuire College. It is a set of guidelines relating to quality teacher practice and represents the way we teach at McGuire College so that all students can reach their full potential. All teachers deliver their specific curriculum knowledge based on best practice research and then relate it to the most effective way that students learn. The Pedagogical Framework is designed to support teachers in the delivery of high quality teaching and learning that will improve the students’ ability to learn and understand the material that they are being taught.

OUR ACADEMIC CULTURE

A school’s academic culture is based on values, attitudes, norms, behaviours and traditions that are etched into the everyday operation of the school. We also believe that our academic culture comes from the ethnic diversity that exists in our school. The school’s values are based on REAL – Respect, Environment, Accountability and Learning. These aim to give purpose, a sense of belonging within the school, and allow our students to achieve individual and collective success.

McGuire College generates a strong academic culture by:

• Focusing on exemplary teaching and learning
• Developing high quality teacher practice
• Every teacher, student and parent living the REAL values
• Maintaining a positive belief that ALL students can learn given appropriate time and support
• Creating strong leadership that continually looks for improvement in the achievements of students and staff
• Maintaining a physical environment that symbolises success and pride
• Celebrating success
WHAT IS AN EFFECTIVE TEACHER?

At McGuire College an ‘effective teacher’ is able to demonstrate:

- The REAL values
- Excellent communication and interpersonal skills
- Openness to learning and passion
- Ability to engage all students in their learning, including those with special needs
- Knowledge of how students learn
- Knowledge of pedagogy and curriculum
- Links between the curriculum and future pathways
- High aspirations
- Positive classroom and student management skills
- Agreed policies and procedures are followed
- Reflection and seeks feedback
- Ability to build positive relationships
- Engagement in professional learning
- Professional behaviour at all times
- Willingness to listen
- Perseverance
- Celebration of success
- Ability to cater for individual students
- Being a good ambassador for the school

WHAT IS AN EFFECTIVE LEARNER?

An effective learner demonstrates the REAL values of the school. An effective learner actively seeks positive change and personal growth to the best of his/her ability.

An effective learner:

- Values education
- Perseveres
- Will take risks with learning and try something new
- Will work with the teacher
- Is inquisitive
- Uses a range of strategies in their learning
- Relishes opportunities to learn
- Is prepared to learn
- Will seek and expect constructive, quality feedback
- Can work independently and as part of a team
- Completes work including homework
- Has aspirations for their future
PROFESSIONAL LEARNING

Professional learning is a platform that underpins our practice as we are all continual learners. It is an integral part of our school and covers pedagogy and curriculum delivery, as well as for example, restorative practice, High Reliability Literacy Teaching Procedures (HRLTP), and Classroom Teaching Techniques. Professional learning is a combination of whole school learning and differentiated learning for all teachers and occurs weekly.

Professional Learning Teams (PLTs)

PLTs occur weekly and are an important component of the school’s professional learning. Teachers work in small groups to discuss students’ work, how to improve instruction and plan curriculum collaboratively. Once a term teachers of VCE and VCAL teachers meet in a PLT with teachers who teach the same subjects from the Better Together Alliance schools.

Peer Observations

Teachers observe each other teaching at least once a term to give feedback and assist with goal setting to improve individual teacher practice.

EFFECTIVE CURRICULUM IMPLEMENTATION

McGuire College provides a broad, stimulating, differentiated and challenging curriculum of the highest quality to enhance the vast and varied talents of our students. The diverse curriculum prepares students for academic, vocational, professional and civic leadership, whilst encouraging individual development, happiness and success. McGuire College demonstrates its commitment to maintain and develop performance as a leading and highly successful provider of education as evidenced in the following curriculum implementation:

- There is Curriculum Documentation for all AusVELS subjects that are constructed using VCAA guidelines. All subjects are internally audited every three years, and curriculum documentation must be at an exceptional standard in order to be accredited and administered.
- There is Curriculum Documentation for all VCE/VCAL subjects that is constructed using current Study Designs and VCAA guidelines. All subjects are subjected to the mandated audit each year. Curriculum documentation must be at an exceptional standard in order to be accredited and administered.
- Differentiation strategies, HRLTP, Learning Intentions/Success Criteria/Reflection, and Assessment Criteria/Rubrics are incorporated into all curriculum documents for every subject at each year level.
- There is accountability by all teachers to follow curriculum using such methods as classroom observations, rigorous professional learning and PLT discussions.
- Mentoring and coaching is provided to all teachers to assist with curriculum implementation.
- Individual Learning Plans are created for students in order to assist with curriculum implementation and support effective teaching and learning outcomes for students.
THE COMMON INSTRUCTIONAL MODEL

At McGuire College we use an innovative Common Instructional Framework as it provides a common language across the school and demonstrates a shared vision of the expectations of all students and staff. At McGuire College the students and teachers have a shared understanding of the expectation of rigor, creating high expectations and aspirations, and powerful teaching and learning. The common instructional model that defines and underpins the core values and expectations at McGuire College is as follows:

- HRLTP (High Reliability Literacy Teaching Procedures) is employed in each year level, in every subject and within each lesson. New teachers are provided with rigorous professional learning to ensure a consistent approach.
- Explicit teaching and independent practice is undertaken in each year level, in every subject and within each lesson.
- Differentiation (responding to students' readiness, instructional needs, interests and learning preferences to provide opportunities for students to work in varied instructional formats) is employed at each year level, in every subject and within each lesson.
- Numeracy Fluency Assessments are undertaken at Year 7 and 8 and numeracy fluency tasks support the learning.
- Teachers provide a visual of the Learning Intention and Success Criteria for every lesson and as a result students comprehend ‘What’ they are learning and ‘How’ they will achieve the outcome of the lesson. Reflection is undertaken at the conclusion of each lesson to ascertain what the students have learnt and to provide a basis for the teaching and learning that will occur in the next lesson.
- REAL (Respect, Environment, Accountability, Learning) is adhered to by all students and staff in the McGuire College community.

ASSESSMENT

At McGuire College assessment has a powerful effect on student learning. Our assessment methods are selected on the basis of their impact on desired student learning behaviors and outcomes, their feasibility, validity and reliability. At McGuire College effective formative assessment (monitoring student learning to provide ongoing feedback that can be used by teachers to improve their teaching and students to improve their learning) and summative assessment (used to evaluate student learning, skill acquisition and academic achievement at the conclusion of a defined instructional period) are integral to teaching and learning. At McGuire College assessment is used to enhance student engagement, motivation, self-esteem and students own involvement in teaching and learning in the following manner:

- Teachers all follow VCAA marking criteria and procedure for SACs at VCE and review regularly in accordance with updated policies.
- All AusVELS levels (years 7-10) undertake on-demand testing twice yearly in literacy and numeracy. All students in year 7 and year 9 undertake NAPLAN in conditions which support best practice and solid outcomes for students.
- Students experience test conditions/exam experience from year 7 onwards.
- Elective and technology subjects provide practical and theory-based on-going assessment.
- All student assessment is moderated with domain teams or colleagues to ensure consistency and accurate results.
- Self-assessment, assessment for learning, including informal assessment (for example, anecdotal notes) is on-going, included and planned for in each lesson at McGuire College.
- Oral assessment is provided as an option for EAL students and any other student where it is deemed appropriate and effective.
- Consistent guidelines for reporting to parents are employed in accordance with the VCAA (AusVELS, VCE, VCAL) and students receive a report which articulates the goals for the students and subsequently the achievement outcome.
- Common and consistent language is used for assessment pieces at all year levels.
- SPA (Student Performance Average) reports are distributed to all students six times a year providing feedback.
At McGuire College there is a strong emphasis on providing feedback to all stakeholders (students, teachers, parents/guardians and the community). We view feedback as a crucial part of improving and empowering performance. All feedback impacts on our behaviour in the teaching and learning environment. At McGuire College we use feedback to create a shared understanding of goals, valued behaviours and other expectations that are critical for success. We foster an environment of continuous feedback and reflection in the following ways:

- Feedback is always positive, encouraging and constructive from all teachers and staff at all year levels. All students are aware of their current level of achievement and understand what they need to do to improve in order to achieve the next level.
- Goal setting by students is undertaken in each class and home-groups to foster high expectations and aspirations.
- Teachers provide a range of visual, verbal and written feedback to students.
- Teachers provide positive reinforcement, deliver clear expectations and move around the classroom and speak to every student in every lesson.
- Students are encouraged and guided to undertake self-assessment as students are honest about how they learn and are experts on themselves.
- Teachers encourage and facilitate feedback on their teaching so that they can continually improve teaching practices and performance.
- Student feedback is acted upon by teachers in their class delivery.
- SPA reports are distributed to all students six times a year providing feedback and a score on the following: accomplishment, productive use of time, effort and attitude, managing personal learning, and attendance.
- Parent teacher interviews are held three times a year to provide timely feedback on student performance. Regular contact with families is made by teachers and families are encouraged and welcomed to make meetings with teachers to discuss student performance.
- Teachers are given feedback associated with their teaching and student learning through an annual performance and development process of reflection and development.

**SCHOOL VALUES**

**RESPECT** – We will behave in a way which respects others and their property

**ENVIRONMENT** - We will conduct ourselves in a safe manner at all times

**ACCOUNTABILITY** – We will challenge each other to take responsibility for our own actions

**LEARNING** – We will continue to contribute to, and value positive learning pathways
At McGuire College we believe that it is important that the classroom expectation is predictable and there is consistency of behaviour expectations and consequences across the college.