

John Paul College Pedagogical Framework

VISION FOR LEARNING

All students are empowered to learn and achieve through the delivery of high impact teaching practices within supportive learning environments. Highly effective teaching and learning develops the skills, knowledge and personal attributes for all students to become world ready and lifelong learners.

PRINCIPLES

Our principles outline the pedagogies which impact student achievement.

1. Supportive learning environments

Learning environments are characterised by positive relationships and the engagement of students in challenging, meaningful learning.

2. High expectations for every student

All students are supported to be highly literate and numerate and to become reflective, questioning and self-regulated learners.

3. Coherent curriculum

An explicit, sequenced plan for curriculum delivery which makes clear what is important for teachers to teach and students to learn.

4. High quality assessment

Assessment is valid, accessible and reliable and plays an integral role in improving learning and informing teaching.

5. Evidence-based teaching strategies

Evidence-based instructional practices, tools and strategies are embedded in teacher practice to improve student outcomes.

6. Global citizenship through real world contexts

Learning connects to real world contexts. Students develop knowledge, skills and dispositions for lifelong learning.

7. Community partnerships

Teachers establish open and sustained communications with parents/carers about student learning, progress and wellbeing.

PEDAGOGICAL MODEL

Our pedagogical model describes what effective teaching looks like within our College. Lessons are structured through the Gradual Release of Responsibility Model.

Learning intentions and success criteria

Clarify purpose of learning and criteria for success

Link to previous learning and activate prior knowledge

Use a range of strategies to determine students' prior knowledge

I do

Explicitly model new skill, concept or content

We do

Guided practice, feedback

You do

Collaboration and independent practice

Review and clarification

Review learning intentions and success criteria

HIGH IMPACT TEACHING STRATEGIES

High Impact Teaching Strategies describe instructional practices which increase student learning.

1. Structured lessons

Plan and deliver structured lessons which incorporate a series of clear steps and transitions to build student mastery of key concepts and skills.

2. Collaborative learning

Provide opportunities for students to participate in flexible groups that collaborate on meaningful tasks.

3. Multiple exposures

Multiple exposures provide students with opportunities to encounter, engage with and elaborate on new knowledge and skills, through repeated, sequenced, and spaced learning events.

4. Questioning

Questioning is used to engage and challenge students and as a tool, to check understanding and evaluate the effectiveness of teaching.

5. Feedback

Feedback should identify and help to continuously drive a student's understanding or performance towards a learning goal.

6. Metacognitive strategies

Metacognitive strategies teach students to think about their own thinking and knowing when and how to use particular strategies for learning.

7. Differentiation

Informed by data, lessons incorporate adjustments to content, process, environment and product to ensure the needs of all students are met.

To educate



To inspire



To make a difference



Based on the Victorian Education Department "Practice Principles for Excellence in Teaching and Learning" 2018.