

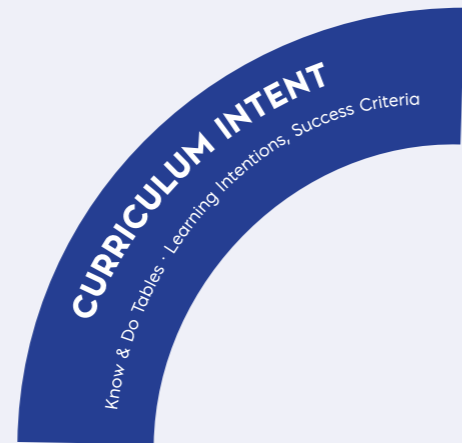
A PIMLICO STUDENT KNOWS:

- What they are learning
- Why they are learning it
- How it links to their assessment



PIMLICO HIGH SCHOLAR

- At the centre of Pimlico's Pedagogical Framework is the learner - the Pimlico High Scholar.
- As a community of learners, Pimlico seeks to develop in all of our students the attributes of responsibility, purpose, resilience, compassion and innovation.
- Underpinning this mission is a belief that all students can learn and achieve at a high level.
- As a community, we have a responsibility to ensure all students are prepared as life-long learners and global citizens.
- Supporting young people's development and success is dependent on the strategic and deliberate enactment of evidence-based practices that support their wellbeing and learning - as outlined in our Pedagogical Framework.



CURRICULUM INTENT

KNOW AND DO TABLES:

- guide what students need to know and be able to do to be successful in the assessment item.
- are developed using the curriculum documents, the criteria and the modelled response.
- use curriculum mapping documents to establish what students already know and can already do.
- include Higher Order Thinking as identified in the task.

LEARNING INTENTIONS AND SUCCESS CRITERIA:

- guide teachers and students with what is being taught and learnt in both knowledge and skills.
- are drawn directly from the know and do table.
- are used to collect evidence of learning and progress from students.



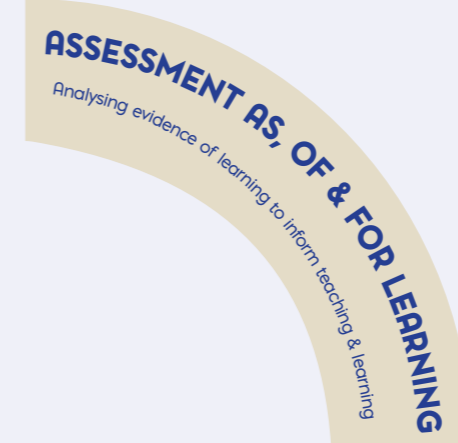
SEQUENCING TEACHING AND LEARNING

GRADUAL RELEASE OF RESPONSIBILITY:

- guides to how effective lessons are designed and implemented.
- moves lessons from teacher modelling, to guided through to collaborative to student independent application (not necessarily in this order).
- provides students with multiple opportunities to independently apply the knowledge and skills required in the task.

LESSON OPEN / CLOSE:

- utilises the Learning Intention and Success Criteria to focus the lesson and establish expectations and routines.
- serves as a revision of previous learning or collection of evidence of learning.
- provides data about what needs to be remodelled or where further support is needed.



ASSESSMENT AS, OF & FOR LEARNING

- Assessment for learning occurs regularly in the teaching and learning cycle to monitor student knowledge and skills and target teaching to meet curriculum intent.
- Assessment as learning for students to monitor and reflect on their own learning and meet learning goals.
- Assessment of learning to assist teachers to gather evidence at the end of learning to inform future learning and reflect on student growth.



DATA & FEEDBACK

- Teachers use data as part of their daily process to plan for their students' learning.
- Data collected links explicitly to the learning that students need to demonstrate for that unit of work.
- Feedback is provided to students in an ongoing and timely manner and links to the curriculum intent for the unit.



HIGHER ORDER THINKING

- Opportunities are identified in the curriculum for each unit.
- Skills are taught and modelled as part of the lessons.
- Marzano and Kendall's New Taxonomy frames the teaching, learning and application of these HoT skills.



DIFFERENTIATION

- Teachers plan by utilising both data (e.g. LoA, NAPLAN, PAT-M, PAT-R) and evidence of learning (through work samples, consultation and observation).
- Purposeful differentiation of what is taught and how it is taught based on content, process, product and environment occurs.
- How students demonstrate what they know and can do is also differentiated.



CURRICULUM INPUT/OUTPUT

- The literacy and numeracy demands of the unit are identified and analysed as part of the collaborative planning process.
- Decisions about teacher input and student output directly links to what students need to know and do in the assessment task.
- The receptive (e.g. reading, viewing) and productive (e.g. writing, creating) demands of the unit and assessment item are modelled and practised through the unit within the context of the learning.
- These demands are then independently applied and practised by students on multiple opportunities throughout the unit.

WELLBEING DOMAINS

POSITIVE EDUCATION

HIGH PERFORMANCE RELATIONSHIPS:

- Press students to act on teacher beliefs of learning success but support them along the way.
- Model open and respectful communication and interaction so that all students feel welcome and safe in the classroom.
- Partnerships are established with students' parents and open, respectful communication is used.

SOCIAL AND EMOTIONAL SKILLS

- Seek to understand students' social development, as well as their intellectual and physical development.
- ACARA's general capabilities, personal and social capabilities and ethical understandings guide what is being taught and learnt.
- Skills are planned for, taught and modelled as part of lessons.

POSITIVE EDUCATION

High performance relationships
Social and emotional skills

STRENGTHS-BASED

ASSET BUILDING:

- Recognise students' assets and seek to build on these - feedback addresses areas for growth respectfully and honestly.
- View the problem and person as separate – seek to use the highest ethical understandings when providing feedback to students, parents and colleagues.
- When faced with challenge, stay solutions focused – view situations realistically and look for opportunities to complement and support existing strengths and capacities.

ACTIVELY SUPERVISE

- Active supervision comprises three components: moving, scanning and interacting.
- Higher frequency interactions enhance student engagement by building teachers' knowledge of their students.
- Vigilance and frequent interaction allow for timely assessment of learning and the provision of immediate learning assistance, as well as feedback on meeting class expectations.

STRENGTHS-BASED

High performance relationships
Social and emotional skills

CARE PHILOSOPHY

BALANCE MODEL

- Skills and strategies to meet class expectations are identified and planned for as part of lessons.
- Create an observable evenness (balance) in the use of language, verbal and non-verbal to acknowledge appropriate behaviour and correct inappropriate behaviour.

CLEAR BEHAVIOURAL EXPECTATIONS

- Rules are established for the classroom based on the schoolwide expectations founded around our CARE philosophy – Cooperation, Appreciation, Respect and Effort.
- Rules are taught and regularly referred to utilising visuals such as signs and posters to prompt students to use the behaviours that contribute to a quality education community.

- Talking to students about the rules and the reasons why they are important at home and school enhances clarity for students.

CONSISTENT AND FAIR CONSEQUENCES

- Consequences are planned for as part of lessons so that behaviour is responded to in a fair, logical and predictable manner - consequences fit the individual student, specific behaviour, context or setting, frequency and severity of the behaviour.
- Aim to reteach expected behaviours - facilitate reflections on behaviour and seek to maintain/restore high performance relationships.
- Collaborate with colleagues when sharing the same student or class to ensure students experience consistency.

CARE PHILOSOPHY

Balance model
Clear expectations
Fair and consistent consequences

LEARNER MINDSET

A TONE FOR GROWTH

- Seek to recognise and celebrate 'distance travelled'.
- Enhance students' understanding of success 'backstories' in learning and empower students' understanding of themselves as learners.
- Support a growth-orientated mindset by encouraging learning dispositions such as effort, perseverance and confidence.

SETTING AN APPROPRIATE LEVEL OF CHALLENGE

- Consider the needs of learners and aim to position learning tasks within the 'learning zone' rather than the 'comfort zone'.
- Encourage students to seek their next level of proficiency.
- Challenge and support students to move from surface to deep learning, building their ability to transfer and generalise their learning.

SELF-REGULATED LEARNING (SRL) SKILLS

- Cognitive demands of tasks are identified and analysed as part of planning - they are taught and modelled during learning.
- Metacognition skills are taught and modelled - students are encouraged to know themselves, the task and the different strategies that could be chosen to engage in tasks, as well as to reflect on the effectiveness of strategies used.
- Support students to become self-aware and have the skills to monitor and purposefully direct their learning - encourage students to utilise motivational strategies so that they are able to persevere and engage in purposeful practice.

LEARNER MINDSET

Self-regulated learning
Appropriate challenge
Tone for growth