



# San Sisto College Pedagogical Framework



<b>Focus</b> <i>On learners and their learning</i>	<b>Establish</b> <i>Clear learning intentions and success criteria</i>	<b>Activate</b> <i>Multiple opportunities</i>	<b>Respond</b> <i>with feedback that moves learning forward</i>	<b>Evaluate</b> <i>The impact of teaching</i>
<b>Students</b> <ul style="list-style-type: none"> <li>✓ Review individual feedback.</li> <li>✓ Communicate learning needs and priorities to teachers.</li> <li>✓ Communicate challenges to learning and areas for support and extension.</li> <li>✓ Recognise the attributes of learners they bring to the classroom.</li> <li>✓ Establish and maintain an improvement focus.</li> </ul>	<b>Students</b> <ul style="list-style-type: none"> <li>✓ Respond to learning intentions.</li> <li>✓ Question and clarify learning.</li> <li>✓ Co-construct success criteria</li> <li>✓ Communicate success and challenges to achieving success criteria.</li> <li>✓ Design and suggest learning challenges to increase cognition</li> </ul>	<b>Students</b> <ul style="list-style-type: none"> <li>✓ Bring a growth mindset to classrooms.</li> <li>✓ Participate in activities and complete set tasks/homework/assessment.</li> <li>✓ Actively participate in learning</li> <li>✓ Communicate need for differentiated learning.</li> <li>✓ Participate in Gradual Release of Responsibility decisions for learning.</li> <li>✓ Share responsibility for literacy and numeracy progress.</li> <li>✓ Respond with honesty about learning and suggest effective strategies for their own learning</li> </ul>	<b>Students</b> <ul style="list-style-type: none"> <li>✓ Monitor their own attention levels and self-talk.</li> <li>✓ Provide formative responses to classroom teacher about learning progress.</li> <li>✓ Communicate perceived challenge and capability levels to classroom teacher.</li> <li>✓ Engage in peer feedback responsibly and positively.</li> <li>✓ Reflect as a learning community on “what worked...even better if” strategies.</li> <li>✓ Deconstruct Writing Models</li> <li>✓ Co-construct Bump It Up Models</li> </ul>	<b>Students</b> <ul style="list-style-type: none"> <li>✓ Set achievement, learning and career goals.</li> <li>✓ Communicate perceived levels of confidence and capability within and across subjects.</li> <li>✓ Identify strategies that work for improvement.</li> <li>✓ Reflect on successes and challenges to learning progress.</li> <li>✓ Review the climate of the class and reflect on their contribution to class environment.</li> </ul>
<b>Parents</b> <ul style="list-style-type: none"> <li>✓ Assist students to develop a focus on improvement.</li> <li>✓ Encourage discussion about learning.</li> <li>✓ Nurture and model a growth mindset</li> </ul>	<b>Parents</b> <ul style="list-style-type: none"> <li>✓ Ask clarifying questions about the type of learning.</li> <li>✓ Respond to student perception of challenge level.</li> <li>✓ Communicate with classroom teachers and Middle Leaders</li> </ul>	<b>Parents</b> <ul style="list-style-type: none"> <li>✓ Bring growth mindset to learning conversations.</li> <li>✓ Review NAPLAN and SRS results with students</li> <li>✓ Discuss and communicate progress expectations with students and College through parent-student-teacher conversations</li> </ul>	<b>Parents</b> <ul style="list-style-type: none"> <li>✓ Observing study patterns and habits</li> <li>✓ Assisting to develop study and revision habits.</li> <li>✓ Establishing effective study space</li> </ul>	<b>Parents</b> <ul style="list-style-type: none"> <li>✓ Conversations with students regarding confidence and capability levels across subjects</li> <li>✓ Participate in student goal setting.</li> </ul>

<p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>✓ Identify prior achievement of students through collating and analysing class data (BI Tool) Plan and teach from the Australian Curriculum years 7-10/ QCAA Senior Curriculum</li> <li>✓ Select the appropriate level of cognition.</li> <li>✓ Identify and progress cognitive levels of all students.</li> <li>✓ Recognise the attributes students bring to the classroom.</li> <li>✓ Collaborate in planning TLAPS and cycles of learning</li> </ul>	<p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>✓ Select appropriate learning intention from ACARA Achievement Standards (junior) and QCAA Syllabus Objectives (senior)</li> <li>✓ Create and make visible the learning intention of the lesson.</li> <li>✓ Use QCAA support documentation to create success criteria appropriate to cognition of lesson.</li> <li>✓ Establish or assist class to create learning goals</li> </ul>	<p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>✓ Establish positive and safe learning environments.</li> <li>✓ Identify and respond to the climate of the class.</li> <li>✓ Activate and evaluate student involvement in ongoing responsive learning cycles.</li> <li>✓ Teach multiple ways of knowing.</li> <li>✓ Teach explicitly and differentiate to move student's learning forward towards the success criteria.</li> <li>✓ Engage in Gradual Release of Responsibility scaffolding</li> <li>✓ Instruct literacy, numeracy, and ICT practices.</li> <li>✓ Implement Strategies that Maximise Impact.</li> <li>✓ Engage in model and shared teaching practice</li> </ul>	<p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>✓ Provide students with progressive feedback towards learning intentions, success criteria and Achievement Standards/ Objectives</li> <li>✓ Use formative and summative feedback.</li> <li>✓ Explicitly teach peer feedback strategies</li> <li>✓ Collaboratively design Writing Models and Bump It Ups</li> <li>✓ Engage in Review and Response Team meetings when required.</li> <li>✓ Participate in Writing Monitoring tool marking</li> </ul>	<p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>✓ Evaluate the impact of teaching on student achievement and success: (QCE, SRS, NAPLAN, PAT M and R, Writing Monitoring)</li> <li>✓ Review the climate of the class.</li> <li>✓ Evaluate student response to learning invitation.</li> <li>✓ Provide opportunity for student feedback on the impact of teaching.</li> <li>✓ Collaborate across cohort and faculty to set assessment.</li> <li>✓ Collaboratively review TLAPS, assessment and design teaching response</li> </ul>
<p><b>Middle Leaders</b></p> <ul style="list-style-type: none"> <li>✓ Assist teachers to access and review data.</li> <li>✓ Provide Scope and Sequence from ACARA/ QCAA</li> <li>✓ Assist teachers to create unit planners from San Sisto Unit Plan Template.</li> <li>✓ Assist teachers to collaboratively design TLAPS.</li> <li>✓ Identify previous learning connects between Year levels.</li> </ul>	<p><b>Middle Leaders</b></p> <ul style="list-style-type: none"> <li>✓ Learning Walks and Talks in faculty areas.</li> <li>✓ Model Learning Intention and Success Criteria to faculty</li> <li>✓ Assist faculty to map cognitive development.</li> <li>✓ Review learning goals with classroom teachers and classes based on class data</li> </ul>	<p><b>Middle Leaders</b></p> <ul style="list-style-type: none"> <li>✓ Consult with classroom teachers regarding factors that impact learning environments.</li> <li>✓ Engage in model and shared practice: Gradual release/ Strategies that Maximise Impact</li> <li>✓ Provide feedback to classroom teachers on practice.</li> <li>✓ Guide literacy, numeracy and ICT practices</li> <li>✓ Assist staff to develop goals for improving practice.</li> <li>✓ Model and shared practice</li> </ul>	<p><b>Middle Leaders</b></p> <ul style="list-style-type: none"> <li>✓ Review class and cohort progress</li> <li>✓ Assist teachers to design, review and respond to formative and summative feedback.</li> <li>✓ Arrange collaborative design of Writing tasks and Bump It Ups</li> <li>✓ Plan and participate in Writing Monitoring, NAPLAN preparation and Review and Response meetings</li> <li>✓ Recommend and design Professional Development</li> </ul>	<p><b>Middle Leaders</b></p> <ul style="list-style-type: none"> <li>✓ Review faculty and cohort data</li> <li>✓ Review and respond to cohort climate including challenges that are impeding learning.</li> <li>✓ Assist staff to set and review goals.</li> <li>✓ Facilitate collaborative evaluation and response to formative and summative assessment.</li> <li>✓ Model teaching, shared practice experiences across faculty</li> </ul>
<p><b>College Leadership:</b></p> <ul style="list-style-type: none"> <li>✓ Provide support, guidance, and updates on Curriculum documents.</li> <li>✓ Design and implement templates, guidelines, and timelines for Unit Writing.</li> <li>✓ Maintain awareness of curriculum developments (ACARA, QCAA, NAPLAN, ACER, BCE Policies)</li> <li>✓ Quality check Units of work and faculty planners</li> </ul>	<p><b>College Leadership:</b></p> <ul style="list-style-type: none"> <li>✓ High Yield Strategy: Learning Walks and Talks</li> <li>✓ Feedback observations of visible classroom practice to Middle Leaders and staff</li> <li>✓ Provide relevant Professional Development in visible learning strategies.</li> <li>✓ Induct new staff in College pedagogy practices.</li> </ul>	<p><b>College Leadership:</b></p> <ul style="list-style-type: none"> <li>✓ High Yield Strategies: Learning Walks and Talks</li> <li>✓ Feedback to staff and Middle leaders on classroom practice observation</li> <li>✓ Design, implement and review Model teaching and Shared Practice program</li> <li>✓ Design responsive Professional Development plan</li> </ul>	<p><b>College Leadership:</b></p> <ul style="list-style-type: none"> <li>✓ High Yield Strategy: Review and Response</li> <li>✓ Writing Monitoring Review</li> <li>✓ Professional Development and update staff in formative assessment strategies</li> </ul>	<p><b>College Leadership:</b></p> <ul style="list-style-type: none"> <li>✓ High Yield Strategy: Data Wall development, maintenance, analysis, and response</li> <li>✓ Feedback to Middle Leaders and Classroom teachers on cohort and college data</li> <li>✓ Collate, analyse, report, and respond to college data: QCE, SRS, NAPLAN, PAT R and M, Writing Monitoring</li> <li>✓ Establish and review staff goal setting and feedback on practice.</li> <li>✓ Plan Professional Development to enhance staff pedagogical knowledge and practice</li> </ul>