

MODBURY HIGH SCHOOL PEDAGOGICAL FRAMEWORK

PRINCIPLES

Developing effective learners through a culture of agency and wellbeing.

SUPPORTIVE LEARNING ENVIRONMENTS

Learning environments are underpinned by positive relationships, as well as a culture of well-being and engagement in meaningful learning.

WELL-BEING FOR LEARNING

Students are supported to develop resilience and persistence, they are willing to try and are provided with a safe environment to learn from mistakes. Students are cognitively engaged in their learning and all students are stretched and challenged.

HIGH EXPECTATIONS FOR EVERY STUDENT

Students will be supported to achieve at their best and to reach beyond their expectations. They are taught to apply learning strategies, reflect on their learning, questioning and become self-regulated learners.

WELL-PLANNED CURRICULUM

Continuity of learning is maintained through well-planned, consistent curriculum that aligns with South Australian guidelines across all Learning Areas.

HIGH-QUALITY ASSESSMENT OF AND FOR LEARNING

The aim of assessment is to improve learning and inform teaching. Formative assessment strategies are used to inform and guide learning. All assessment is valid and reliable and consistency is ensured through quality assurance processes.

FOSTERING EQUITY AND EXCELLENCE

Learners are supported to strive for excellence, they are challenged and stimulated by a range of learning experiences and opportunities that enable all learners to explore and build on their own abilities and interests.

LEARNER AGENCY

Students are supported to move from having a voice in their learning to 'owning' what they learn and how they learn, they are partners in their learning and are empowered to make considered decisions about their learning and assessment.

HIGH-IMPACT TEACHING STRATEGIES

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

DIFFERENTIATION

Teachers differentiate to extend the knowledge and skills of every student, in every class regardless of their starting point. They adjust content, process, environment and product to ensure all students master objectives.

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.

VISION FOR LEARNING

At Modbury High School we are equipping our students with the skills to be lifelong learners and active global citizens. We do this through the promotion of a culture of achievement that exists in a respectful and rigorous learning environment. We teach our students to consider and strive for the end goal *Finem Respice*.

METACOGNITIVE STRATEGIES

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

COLLABORATIVE LEARNING

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

FEEDBACK

Feedback in the classroom can be defined as "information allowing a learner to reduce the gap between what is evident currently and what could or should be the case. (Hattie, 2023)

QUESTIONING

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

MULTIPLE EXPOSURES

Deep learning develops over time via multiple, spaced interactions with new knowledge and concepts. This may require spacing practice over several days, and using different activities to vary the interactions learners have with new knowledge.

PEDAGOGICAL STRATEGIES

These pedagogical strategies outline what effective teaching and learning looks like at Modbury High School

TEACHER CLARITY

Clear organisation and explanation, examples and guided practice. Clear learning intentions and success criteria.

EXPLICIT TEACHING OF DISCIPLINARY LITERACY

Learners are explicitly taught disciplinary-specific literacy across all Learning Areas. Teachers explicitly plan for and deliver literacy learning that is relevant to their areas.

LINK TO PREVIOUS LEARNING AND ACTIVATE PRIOR KNOWLEDGE

Use a range of strategies to determine students' prior knowledge.

DIALOGIC TEACHING

Teachers will use strategies that enable students to reason, discuss, argue and explain their thinking when engaging in classroom discussion.

GRADUAL RELEASE MODEL

Teachers explicitly model new skills, provide opportunities for guided practice before students move to independent application of skills.

REVIEW AND CLARIFICATION

Review learning intentions and success criteria.



WE ARE UNITED

We create belonging, individually we are unique but together we are strong.

WE ARE ACCOUNTABLE

We own our attitude. We are adaptable and responsible for our actions.

WE ARE PASSIONATE

Pursuing excellence in every action and interaction.



Government of South Australia
Department for Education