



Pedagogical Commitment

Scarborough Primary School



1 Know students and how they learn

- Recognise individual learning needs and using IEPs/GEPS as appropriate
- SAER conferencing and follow whole school process for each year level
- Utilise external agencies (chaplain/school psych etc) as needed
- Nurturing whole child – understand their context
- Create a positive learning environment for all students and differentiate to meet specific learning needs of all students
- Celebrate personal best – challenge and support all students to achieve this
- Set clear, consistent, high expectations (accountability for learning)
- Link learning to student experiences and interests



2 Know the content and how to teach it

- SCSA assessment principles and judging standards to improve student learning
- Mastery of Western Australian Curriculum
- Cross-curricular links utilised to enhance learning
- Links between EYLF and Australian Curriculum
- Integrate digital technologies
- Use of whole school planning documents (English and mathematics)
- Jolly Phonics and Jolly Grammar consistently used across school
- Ongoing reflection and incorporation of NQS requirements across school
- Collaborative planning with colleagues and curriculum experts
- Use of literacy and numeracy blocks



3 Plan for and implement effective teaching and learning

- Scaffolded learning through gradual release model (I do, we do, you do)
- Opportunities for student fluency and appreciation of new knowledge
- Use of diagnostic and summative assessment to measure value-add
- Using SMART goals for curriculum
- Instructional strategies
- Cooperative Learning
- Critical and Creative thinking focus across the curriculum
- Authentic use of digital technologies
- 5 E's Inquiry cycle (Engage, Explore, Explain, Elaborate and Evaluate)
- Direct instruction
- STEAM
- Providing opportunity for students to use higher order thinking skills
- Cooperative Learning
- Whole School Behaviour Management using CMS strategies
- WALT & WILF





4 Create and maintain supportive and safe learning environments

- Pace of lessons ensure maximum engagement (Warm up's, space learning)
 - Engage with prior knowledge to establish links to current learning
 - Connect learning to the real world
 - Use of WALT and WILF in all classroom instruction to establish clear learning intentions and success criteria
 - Set clear, consistent, high expectations (accountability for learning)
 - Differentiated teaching to enable learning from point of need
 - All staff follow SAER Flowchart
 - Use of IEP/GEP/BMPs
 - Teachers refer to whole school operation plan to teach students ethical and social protocols and practices when using ICT
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5 Assess, provide feedback and report on student learning

- Timely and individualised feedback based on personal learning goals
 - Constructive sandwich to encourage student action
 - Use of formal and informal feedback opportunities
 - All teachers have a test file/ work sample file with student results and work
 - Three-way goal setting and monitoring with parents
 - PAT testing
 - RAT (PP and Kindy)
 - PM Benchmark reading test
 - On-Entry testing (primary)
 - Analysis of student national and school level data and act upon by developing programs for learning needs based on results
 - Use of diagnostic and summative assessment to measure value add
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6 Engage in Professional Learning

- POLT (Phase of learning teams)
- Use AiTSL Classroom Practice Continuum to reflect on current practice
- Use of personal observation to reflect on practice (self-video, student survey)
- Engage in moderation and sharing sessions both intra and inter school level.
- Use of Performance Agreement to set goals linked to school priorities and personal professional growth
- Use line manager classroom observation as opportunity to reflect on these goals and set future action
- Curriculum teams provide opportunities for leadership



7 Engage with colleagues, carers and the larger community

- Open door policy to support parent communication
- Develop and maintain partnerships with external agencies to support student learning
- Use of Newsletters, e-mails, 3 Way Conferences, Skool Bag App
- Active involvement of school board

