| **Wooroolin State School 2018 PEDAGOGICAL FRAMEWORK**  
**Making Wooroolin PROUD – Productive Responsible Organised United Disciplined** |
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<td><strong>Student-Centred Planning</strong></td>
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| **Practices, Processes & Strategies:** | ✓ Decision-based on knowledge of the students and their prior learning and attributes  
✓ Range of agreed data used to tailor learning pathways and target resources | ✓ Pedagogy aligned with curriculum intent and demands of the learning area/subject, general capabilities and cross-curriculum priorities  
✓ Assessment, with explicit criteria and standards, planned up-front and aligned with teaching  
✓ Lesson design and delivery, including monitoring and data collection practices, consistent across the school and learning area  
✓ Moderation practices to support consistency of teacher judgement about assessment data | ✓ Teaching and learning informed by student performance data and validated research  
✓ Quality evidence of the sustained impact of the agreed teaching methods is used to inform teaching and learning  
✓ Agreed feedback practices for staff, parents and students | ✓ Comprehensive range of agreed contemporary teaching strategies that support curriculum intent, engage students and exploit available technology  
✓ Differentiated and scaffolded teaching based on identified needs of students | ✓ Consistent, whole-school approaches to classroom and behaviour management, recognition of difference, student well-being and development of student autonomy  
✓ Innovative, responsible and ethical use of digital technologies |
| **Key Documents to Support Practice:** | ✓ WSS Differentiation Policy  
✓ Early Years Philosophy | ✓ ACARA & C2C resource documents  
✓ Whole School Curriculum & Assessment Plans and Overviews | ✓ WSS Explicit Instruction Policy  
✓ WSS Reading Framework | ✓ Responsible Behaviour Plan  
✓ PBL Handbook/PBL Snapshot  
✓ Digital Technologies Policy  
✓ Attendance Policy |
| **Evidence:** | ✓ Individual Learning & Support Plans eg EBPs, PLPs, IBSPs, ESPs  
✓ Curriculum Meeting minutes  
✓ Use of AAP strategies – part of AAP Project 2017 | ✓ Use of Literacy Continuum and PM learning markers to create data sets and learning plans  
✓ PBL and Reading committee meeting minutes | ✓ Use of alternative learning programmes to support diverse needs eg Zones of Regulation, The Brave Project  
✓ Use of ability groupings in maths, reading and spelling | ✓ Tier II level of PBL support  
✓ PBL support documents and practices  
✓ Employ TA:EI to support learning |

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**Pedagogical Foundations & Signature Practices:** Lyn Sharratt (A Case Management Approach), John Hattie (Visible Learning), Anita Archer (Explicit Instruction), Age-Appropriate Pedagogies

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**Age-Appropriate Pedagogies**  
**John Hattie – Zone of Desired Effects**