



Lee Street
State Special School

Pedagogical Framework

**Learn
Enrich
Empower**



Our Vision

At Lee Street State Special School we aim to provide the best educational outcomes for every child. We achieve our purpose by providing access to the Australian Curriculum. We support individual needs through a professional progressive and dedicated staff within a safe and productive learning environment.

A successful Lee Street State Special School student is:

- Confident and motivated for a life time of learning
- Considerate and respectful of others
 - A positive contributor to school and community
- Demonstrates our school-wide expectations - I am safe, I am respectful and I am a learner.

Our Values

At Lee Street State Special School we value excellence in education through Security, High expectations, Healthy Relationships, Integrity and Nurturing.

Security is when individuals are empowered to take risks in a safe, positive and supportive environment. High expectations evolve from a shared belief that all students can learn and our role as educators is to develop the potential of ALL students. Healthy Relationships are established through trust, confidence and appreciation in a non-discriminatory school environment. Integrity is demonstrated when we value and honour each other with honesty, trust, humour, respect and co-operation. Nurturing happens when the whole school community works together to support and encourage confidence. In a nurturing situation everyone feels valued and has the opportunity, and is encouraged, to reach their potential.

Excellence occurs when best practice is seen, heard and felt across the whole school community.



Our Pedagogical Framework reflects the following core systemic principles:

1. Student-centred planning
2. High expectations
3. Alignment of curriculum, pedagogy and assessment
4. Evidence-based decision making
5. Safe, supportive, connected and inclusive learning environment.
6. Targeted and scaffolded instruction (Based on DET Pedagogical Framework 2020)



‘Research confirms that a teacher’s beliefs about a student’s chances of success in school influence how that teacher acts towards the student, which, in turn, influences the student’s achievement.

(Marzano and Brown 2009, pp. 271, 274).

‘Highly effective teachers create classroom environments in which all students are expected to learn successfully. They set high expectations for student learning and create orderly classrooms in which students feel safe and supported to learn. They are driven by a belief that, although individuals are at different stages in their learning, every student is capable of learning and making progress beyond their current level of attainment if motivated and given appropriate learning opportunities and support. Highly effective teachers understand the importance of developing students’ own beliefs in their abilities to learn successfully and work to promote students’ understandings of the relationship between effort and success’

(Masters 2009, p.4).



Pedagogical Framework



Learning is a partnership with parents, carers and others in the community, all of whom have a role to play in nurturing the love of learning needed for success at school and in life.
At Lee Street we embrace the goals identified within the Mparntwe Declaration:

Goal 1: The Australian education system promotes excellence and equity
Goal 2: All young Australians become:

- confident and creative individuals
- successful lifelong learners
- active and informed members of the community.

Alice Springs (Mparntwe) Education Declaration (2019)

Core Pedagogy: Universal Design for Learning

Universal design for learning (UDL) is an instructional framework that supports flexible ways for educators to teach lessons, as well as multiple ways for students to demonstrate what they know.
UDL Guidelines (CAST (2018) Retrieved from <http://udlguidelines.cast.org>



Does the lesson provide options that can help all learners?

- regulate their own learning?
- sustain effort and motivation?
- engage and interest all learners?



Does the information provide options that help all learners?

- reach higher levels of
- comprehension and understanding?
- understand the symbols and expressions?
- perceive what needs to be learned?



Does the activity provide options that help all learners?

- act strategically?
- express themselves fluently?
- Physically respond?

Pedagogy in practice

Developing literate learners

Balanced Literacy
We believe all individuals, regardless of their abilities or disabilities, have the right to an opportunity to learn to read and write and communicate.

Numeracy
At Lee Street State Special School, planning and delivering learning experiences in mathematics for students:

- begins from the context of real life experiences
- uses hands on and whole body learning
- incorporates mathematical language and symbols

Engaging our learners

Positive Behaviour for Learning
The Positive Behaviour for Learning (PBL) framework supports us to improve social, emotional, behavioural and academic outcomes for students. We use it to:

- analyse and improve behaviour and learning outcomes
- select evidence-based practices for student support and intervention
- provide support to staff members in maintaining consistent and proactive school-wide and classroom systems and practices

Knowing our learners

Data Literacy
The statement by Lyn Sharratt 'Data today is instruction tomorrow' underpins our collection, analysis and use of data to inform teaching and ensure improved student outcomes.

We focus on building teachers' capacity to understand and use data effectively to inform decisions and ultimately develop actionable knowledge to implement teaching and learning.

Guiding Questions

1. How are students going in their learning?
2. How do we know?
3. What are we doing to improve students' learning?
4. How do we know it is working?

[Data Student Success in Schools Improvement Strategy 2020-2024](#)

Pedagogy - Staff Perspective

Building Trust

Trust is safety. Trust is comfort. Trust is feeling that someone has your back. Trust is an environment where individuals can be their best selves.

Building trust is a process. It's not just about trust between teachers and students, but between teachers and other teachers, teachers and parents and support staff too. The end goal is the moment we can collectively have honest dialogue about our students, our practices and our impact. The perpetual question to be answered is this: is learning happening here or not? Teachers need to be able to talk to their colleagues, discuss how to improve, learn from what is working and observe other classes.

"It always takes a group of people working together, we know more together than we know alone. In our collaborative team, we are 'going to the moon'." - Kaitlyn

Effective Collaboration

Intentional collaboration is our way of working. Throughout the teaching and learning cycle we deliberately plan for teachers to work together to plan, implement and moderate student learning.

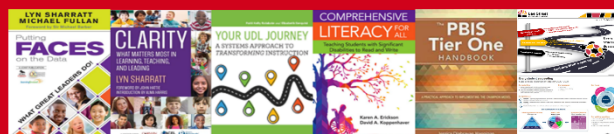
Collaboration promotes 'change beyond individual classrooms, resulting in whole school improvement, higher levels of job satisfaction' and 'improves student outcomes'. Schools that effectively collaborate 'create a base of pedagogical knowledge that is distributed among teachers within a school, as opposed to being held by individual teachers'.

-AITSL, 2017

Engaging in professional learning

Professional learning is not an end in itself; it is, or at least it should be, a means to an end and that end is improved student learning outcomes. The prime object is to improve what teachers and school leaders do, not merely what they know.

-Hargreaves, 2011



Guiding texts

We believe...

If children are apparently unable to learn, we should assume that we have not as yet found the right way to teach them.

-David

"No student is too anything to be able to read and write."

-David Butler TD/ANC 2000

"More learning occurs in 40 minutes in a classroom where children feel safe, secure and engaged, and where they feel that the teacher sees them for who they really are."

-David

"Every child deserves A CHAMPION who will not let them give up on them who understands the power of conversation and INSISTS that they become the best they can possibly be."

-Rita Ferris

CHILDREN LEARN BEST WHEN THEY LIKE THE TEACHER AND THEY THINK THEIR TEACHER LIKES THEM.

-John Hattie



Student –centred planning	Targeted and scaffolded instruction	Alignment of Curriculum, Pedagogy and Assessment	Safe, supportive, connected and inclusive learning environments	Evidence – based decision making
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Our guiding questions:

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| <ul style="list-style-type: none"> • What do our students already know? • What do they need to learn? • How do we teach this? • How will students demonstrate their learning? • How will we know how well our students have learned? • Where to next? | <ul style="list-style-type: none"> • What do our students already know? • What do they need to learn? • How do we teach this? • How will students demonstrate their learning? • How will we know how well our students have learned? • Where to next? | <ul style="list-style-type: none"> • What do our students already know? • What do they need to learn? • How do we teach this? • How will students demonstrate their learning? • How will we know how well our students have learned? • Where to next? | <ul style="list-style-type: none"> • What do our students already know? • What do they need to learn? • How do we teach this? • How will students demonstrate their learning? • How will we know how well our students have learned? • Where to next? | <ul style="list-style-type: none"> • What do our students already know? • What do they need to learn? • How do we teach this? • How will students demonstrate their learning? • How will we know how well our students have learned? • Where to next? |
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Our expectations:

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| <ul style="list-style-type: none"> • Implementation of the Australian curriculum (Core and the More). • Student at the centre of practice with a belief that every student can and will succeed. • Use of authentic contexts with the curriculum being connected and challenging. • Focus on core literacy using Balanced Literacy to develop automaticity of basic skills. • Formative assessments used to inform curriculum decision making for individual students. • Plan using Universal Design for Learning for student differentiation. • Consider student background culture, knowledge and experiences. • High expectation of teaching practice to meet curriculum intent. • Deep knowledge of students and student capabilities including communication access using Augmentative and Alternative Communication. • Explicit implementation of Positive Behaviours for learning. | <ul style="list-style-type: none"> • Use of contemporary teaching strategies incorporating up to date technologies. • Instruction begins where the student is at, with students working 'at their level' across the curriculum with different entry points in a multi-age setting. • High expectations of student achievement and performance, raising the bar focused on high intellectual quality. • Use of 'streaming' of classes for learning areas as per teacher determination. • Understanding of and provision for varying learning styles. • Differentiation of instruction (UDL) and success criteria to meet individual student needs and learning styles through adjustment of tasks and the nature of knowledge and targeted teaching. • Literacy (communication) and numeracy instruction planned and embedded across all learning areas. | <ul style="list-style-type: none"> • Assessment and analysis of data as an integral part of the planning process. • Assessment is: <ul style="list-style-type: none"> ○ for learning: to use student progress to inform teaching (formative) ○ of learning: to assess student achievement against goals and standards (summative) ○ as learning: to inform students' future learning goals (diagnostic) • Moderation using task-specific descriptors of standards being assessed. • Assessment and monitoring occurs throughout teaching and learning process. • Student progress tracked and reviewed at term intervals to support targeted teaching. • Collaborative teaching within sectors modified to meet specific small group and individual student needs. • Anchor charts document differentiation (using UDL) for individual students. • Clear, specific criteria / GTMJ based on the standards / content descriptors, relevant to the task, with clear expectations so that students understand the task requirements and staff understand assessment requirements. | <ul style="list-style-type: none"> • Conduct classroom observations. • Build capacity for staff/ student /peer reflection to facilitate a shared learning culture. • Involve students in the analysis and reflection of their learning, developing shared responsibility. • Use coaching and feedback for self-reflection and peer feedback. • Engagement with parents/carers to share information about student needs and progress. • Visual supports scaffold the implementation of predictable routines, transitions and expectations for all aspects of learning to create an optimal learning environment. • Referrals to Learning and Wellbeing committee. • Development of Individual student profiles. • Referrals to therapists, AVTs and engagement with external agencies as required for individual students. | <ul style="list-style-type: none"> • Use of individual student achievement data to close the gap between where students are and where they need to be. • Use the ACARA Standards Elaborations and General capabilities to ensure judgements are based on Australian Curriculum • Ongoing collection of data to inform teaching, learning & feedback and establish student goals. • Use moderation and data to inform next step in teaching and learning. • Regular moderation of student work based on standards and evidence to achieve consistency of judgement both at the school and between schools. • Provide quality feedback to students- WALT/WILF • Use student data to provide evidence based feedback about the quality of teaching. • Use of data and feedback to inform appropriate differentiation and support and support student goal setting. |
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Student –centred planning

Targeted and scaffolded instruction

Alignment of Curriculum, Pedagogy and Assessment

Safe, supportive, connected and inclusive learning environments

Evidence –based decision making

Our evidence:

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| <ul style="list-style-type: none">• Whole school curriculum planning for all learning area• Planning documents – Anchor charts for each learning area.• Student profiles• Success criteria / GTMJ• A common understanding of the alignment between what is planned, what is taught, what is assessed and what is reported.• Authentic, respectful, and trust worthy student-teacher relationships.• Shared sense of purpose, shared focus on pedagogy and de-privatised practice.• Professional learning that develops understanding of disabilities and supports staff to enhance access to learning for all students. | <ul style="list-style-type: none">• High expectations with every student succeeding with one year's growth for one year's learning.• Enactment of Student Code of Conduct, with same day response in a safe, supportive and respectful environment.• Students articulating their learning and learning goals.• Individualised instruction• Purposeful use of data to influence teaching and learning• Teachers supporting each other, focusing on areas of expertise.• Scheduled data conversations between teachers and HOD- Curriculum and mentor teachers. | <ul style="list-style-type: none">• Implementation of curriculum decision making plan.• Use of and understanding of success criteria /GTMJ by teacher and students.• Anecdotal student work.• Tracking of student progress and achievement. Including data conversations and data walls.• Differentiation of assessment tasks to meet student needs.• Collaborative planning within sectors to develop Anchor Charts for all learning areas.• • Trusting interactions between staff, intentional collaboration between staff and continuous professional learning. | <ul style="list-style-type: none">• Teachers using student data and feedback from success criteria to plan next steps in professional learning & capacity building• Discussions with other staff, parents and students based on data.• Student goal setting. Individualised Curriculum Plans, PATH plans and SET plans.• Sector/ whole school and inter-school moderation• Support services referrals and actions.• Staff participation in coaching and feedback to improve practice through structured reflection.• • Evidence of respectful and informative communication with parents. Includes communication diaries and information sessions. | <ul style="list-style-type: none">• Semester Reporting• Parent-teacher interviews• Focused reflection between all stakeholders• Students engaging in self and peer feedback• Students articulating learning goals and the strategies to achieve them using SMART goals.• Written feedback in student workbooks and on assessment tasks• ICP evidence charts.• Increased autonomy and students seeing themselves as responsible for their own learning. |
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Our resources

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| <ul style="list-style-type: none">• Australian Curriculum• Whole School Curriculum, assessment and reporting plan• Curriculum into the classroom resources (C2C) as required• Student data / QCIA portfolios• Data conversations and walls• Anecdotal work samples of students | <ul style="list-style-type: none">• Explicit PBL lessons across the school.• Systematic curriculum delivery – whole school curriculum plan.• Lunch time club programs• Explicit implementation of Balanced Literacy and hands-on /real-life learning experiences across all learning areas.• Targeted staff and student timetables to support individual student access to learning | <ul style="list-style-type: none">• LSSSS curriculum decision making framework.• Whole School Curriculum, assessment and reporting plan• LSSSS Teaching and Learning Handbook• P-12 Curriculum, Assessment & Reporting framework• Student profiles | <ul style="list-style-type: none">• Australian Curriculum• LSSSS Student profile• OneSchool Dashboard/reports• LSSSS Learning and Wellbeing Framework.• PBL supports and resources including the Student Code of Conduct.• APRs and DPFs• LSSSS Professional Learning Plan | <ul style="list-style-type: none">• LSSSS Curriculum Decision making Framework.• School data profile• LSSSS mentoring and feedback process• APRs and DPFs• Headline indicators• School opinion survey |
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Student –centred planning	Targeted and scaffolded instruction	Alignment of Curriculum, Pedagogy and Assessment	Safe, supportive, connected and inclusive learning environments	Evidence –based decision making
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Our guiding research tells us:

'Highly effective teachers establish where students are up to in their learning. They understand the importance of first ascertaining students' current levels of knowledge, skill and understanding and they see teaching not so much as the delivery of one-size-fits-all, grade-appropriate curriculum content to a classroom of students, as the design of learning opportunities tailored to students' current levels of readiness and need. They use "starting point" assessments and diagnoses of individual difficulties and misunderstandings to design effective interventions and teaching ... In highly effective schools, systems, resources and processes are put in place to assist teachers to diagnose specific learning needs and to establish starting points for their teaching. School leaders ensure that teachers have access to diagnostic tools, assessment instruments and professional support to assist them in this process' (Masters 2009, pp. 5, 7).

'Having established where students are up to in their learning, teachers then direct their teaching to student needs and readiness. They maximise student engagement — and hence learning — by differentiating teaching according to student needs (i.e. not teaching to the middle of the class, but personalising teaching and learning as required). They use evidence-based teaching methods that are known to be effective in promoting student learning and they use intrinsic factors (such as curiosity) to engage students and to motivate learning. Highly effective teachers work to ensure that all students are appropriately engaged, challenged and extended. Highly effective schools find ways to support teachers to address individual needs and readiness. (Masters 2009, p. 5).

'The gathering and analysis of high-quality student achievement data and the use of externally referenced 'benchmarks have been found to be powerful tools in bringing about changes in teacher practice that facilitate higher achievement for students. Diagnostic or formative assessment can play an integral role in assisting the teacher to raise student achievement as long as the assessment practices are integrally embedded within, and facilitative of quality teaching, rather than an alternative focus' (Alton-Lee 2003, p. 23).

'Schools that are able to use data to change are more effective and improve more quickly than those that are not (Gray et al, 1999; Stoll and Fink, 1996).

Using data is not separate from planning and from routine decisions in schools. Instead, data are a necessary part of an ongoing process of analysis, insight, new learning, and changes in practice' (Earl and Katz 2006, pp. 14–15).

'Expert teachers are proficient in creating optimal classroom climates for learning, particularly to increase the probability of feedback occurring (which often involves allowing for, and certainly tolerating, student errors). They build climates where error is welcomed, where student questioning is high, where engagement is the norm, and where students can gain reputations as effective learners ... Expert teachers are effective scanners of classroom behaviour, make greater references to the language of instruction and learning of students. (Hattie 2003, p. 7).

When schools get engaged in a cycle of inquiry and have routine accountability conversations, they find themselves examining their practices with each other and with the broader community — explicitly, publicly, and collectively. This is not a linear process with formal reporting events, but is ongoing, nonlinear and iterative, involving reflection, action, and communication ... The School Improvement Plan becomes a living process, with the team collecting, evaluating, and disseminating information all of the time to monitor their progress and revisit their priorities' (Earl and Katz 2006, p. 108).

Our Pedagogical approach for students.....

Universal design for learning (UDL) is a theoretical framework developed by the US Centre for Applied Special Technology (CAST) to plan and develop curriculum in a way that promotes access, participation and progress for all learners.

The principles of UDL are:

- multiple means of representation
- multiple means of action and expression
- multiple means of engagement.

UDL supports teachers' efforts to meet the challenge of diversity by planning from the outset to design flexible instructional materials, techniques and strategies that assist teachers meet the needs of all learners by:

- presenting information and content in different ways (the 'what' of learning)
- providing multiple pathways for students to express what they know (the 'how' of learning)
- providing multiple ways to engage interest and motivation for learning (the 'why' of learning).

The principles and practices of UDL are based on a number of research-driven approaches including differentiated instruction, cooperative learning and teachers as coaches and guides.

UDL is not just about providing access for students with additional education support needs. It is about every student having high quality education presented in a variety of ways and formats, addressing learning styles and allowing for multiple ways to demonstrate knowledge and understanding.

Unit Planning Anchor Chart for English

Teacher: _____ Date: _____ Start Date: _____

Unit Overview: (Maximum of 200 characters) What is the unit about? (Maximum of 200 characters)

Unit Objectives: (Maximum of 200 characters) What do you want students to know, understand, and be able to do by the end of the unit?

Unit Assessment: (Maximum of 200 characters) How will you assess student learning?

Unit Resources: (Maximum of 200 characters) What resources will you use to teach this unit?

Unit Activities: (Maximum of 200 characters) What activities will you use to teach this unit?

Unit Evaluation: (Maximum of 200 characters) How will you evaluate student learning?

Semester planning - LSS Anchor Charts

Semester planning - LSS Anchor Charts

Teacher: _____ Date: _____ Start Date: _____

Semester Overview: (Maximum of 200 characters) What is the semester about? (Maximum of 200 characters)

Semester Objectives: (Maximum of 200 characters) What do you want students to know, understand, and be able to do by the end of the semester?

Semester Assessment: (Maximum of 200 characters) How will you assess student learning?

Semester Resources: (Maximum of 200 characters) What resources will you use to teach this semester?

Semester Activities: (Maximum of 200 characters) What activities will you use to teach this semester?

Semester Evaluation: (Maximum of 200 characters) How will you evaluate student learning?

ICP Evidence Chart 2020

Student: _____ Teacher: _____ Start Date: _____

STEP 1: Upload Links

STEP 2: Prepare assessment data and identify student needs

STEP 3: Analyze work samples

STEP 4: Curriculum Domains & ICP goals

STEP 5: Individual Curriculum Plan Approval

Individualised Semester planning – LSS ICP Evidence Chart

Student Profile 2020 - 2021

DATE OF BIRTH: _____ STUDENT: _____ DATE OF PLAN: _____

IDENTIFICATION OF INDIVIDUAL STUDENT NEEDS

LANGUAGE / COMMUNICATION

ADDITIONAL SUPPORT NEEDS

ADDITIONAL INFORMATION

CONTRIBUTORS TO PLAN

Identification of Individualised learning needs – LSS Student Profile

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