St Joseph's School

Ottoway

PRINCIPLES OF PEDAGOGY

'We value our diverse faith filled community that provides an enriching educational environment, nurturing and celebrating lifelong learners.'

Mission

At St Joseph's we value our diverse faith filled community by:

- creating meaningful relationships with students, families and the wider community and communicating and sharing our school experiences

- being a Catholic school in which we celebrate, model and teach Catholic traditions and practices embedded within the Josephite Charism

- acknowledging, accepting and respecting our multiculturalism; our similarities and differences

- providing an invitation to faith through experiences

At St Joseph's we provide an enriching, educational environment by:

- having Jesus at the core of what we do as a Catholic school

- providing engaging, relevant and purposeful learning

- developing pedagogies that inform and influence the physical learning environment and cater for individual student needs

- working in partnership with students, parents, the parish and the wider community

- providing welcoming, safe and trusting learning spaces that celebrate and foster relationships and focus on student wellbeing

- ensuring that our staff are lifelong learners

At St Joseph's we nurture and celebrate lifelong learners by:

- fostering a love of learning

- valuing the whole child

- celebrating student achievements

- being models of lifelong learning and good values

- ensuring learning is relevant and authentic to the children and community of St Joseph's

- supporting students in developing lifelong social skills and skills in independence and responsibility

- providing scaffolding for success, encouraging student voice and challenging students to be the best they can be

Introduction

As a nation Australia values the central role of education in building a democratic, equitable and just society— a society that is prosperous, cohesive and culturally diverse, and that values Australia's Indigenous cultures as a key part of the nation's history, present and future.

Improving educational outcomes for all young Australians is central to the nation's social and economic prosperity and will position young people to live fulfilling, productive and responsible lives. Young Australians are therefore placed at the centre of the Melbourne Declaration on Educational Goals.

These goals are:

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become:

- successful learners
- confident and creative individuals
- active and informed citizens

(Melbourne Declaration on Educational Goals for Young Australians December 2008)
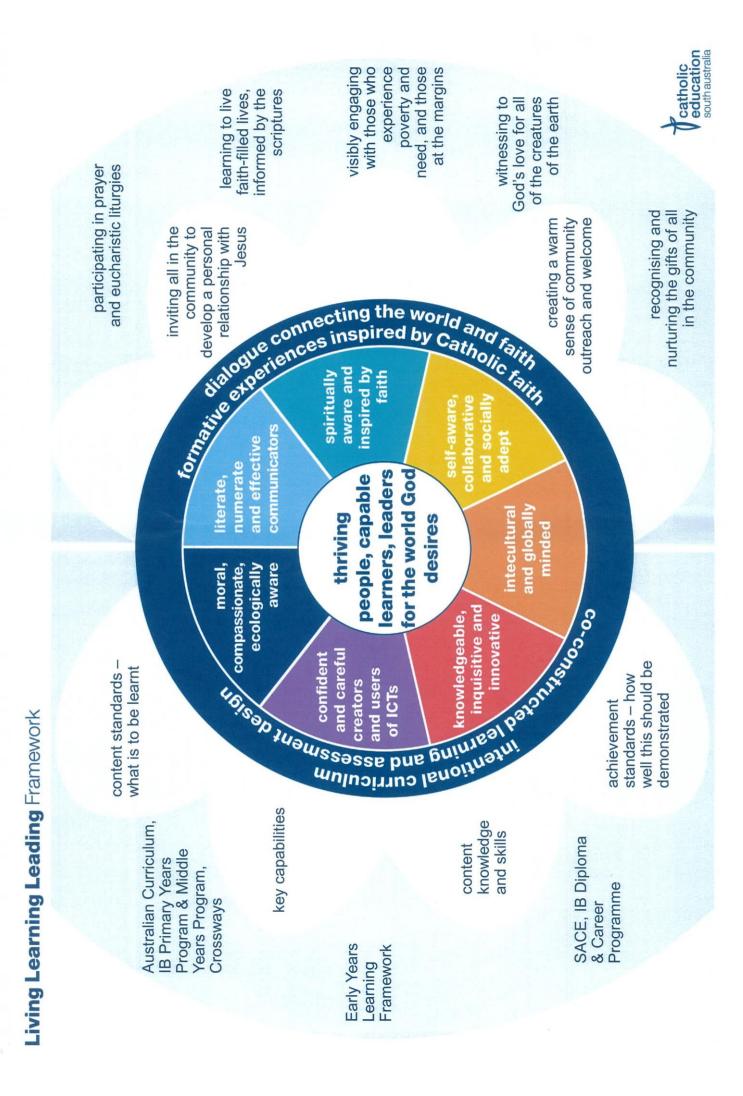
Students are encouraged to be self-motivated, confident learners through inquiry and participate actively in challenging and engaging experiences (ACARA, 2010).

In keeping with the Melbourne Declaration on Educational Goals, CESA Living Learning Leading Framework and ACARA, St Joseph's School, Ottoway aims to produce students who are engage creatively and logically and communicate confidently. It aims to produce students who are well-versed, considerate members of society.

What is Pedagogy?

Pedagogy is considered to be more than just teaching. It is defined as "the art and science of educating children," the strategies for using teacher professional knowledge, skills and abilities in order to foster good learning outcomes.

Inherent in the definition of pedagogy is the relationship between teaching and learning and how that relationship is played out in practice. It involves developing a repertoire of strategies as well as understanding that their application depends on making judgements about content and context as well as unpredictable classroom moments.

Living Learning Leading Framework

catholic education south australia

Central diagram — inner circle:
thriving people, capable learners, leaders for the world God desires

Wheel segments (capabilities):
- spiritually aware and inspired by faith
- self-aware, collaborative and socially adept
- intercultural and globally minded
- knowledgeable, inquisitive and innovative
- confident and careful creators and users of ICTs
- moral, compassionate, ecologically aware
- literate, numerate and effective communicators

Outer ring labels:
- dialogue connecting the world and faith
- formative experiences inspired by Catholic faith
- co-constructed learning and assessment design
- intentional curriculum

Surrounding text — formative experiences:
- participating in prayer and eucharistic liturgies
- inviting all in the community to develop a personal relationship with Jesus
- learning to live faith-filled lives, informed by the scriptures
- visibly engaging with those who experience poverty and need, and those at the margins
- witnessing to God's love for all of the creatures of the earth
- creating a warm sense of community outreach and welcome
- recognising and nurturing the gifts of all in the community

Surrounding text — curriculum:
- content standards – what is to be learnt
- Australian Curriculum, IB Primary Years Program & Middle Years Program, Crossways
- key capabilities
- Early Years Learning Framework
- content knowledge and skills
- SACE, IB Diploma & Career Programme
- achievement standards – how well this should be demonstrated

Pedagogical Principles

1. Children are capable learners

2. Positive relationships are critical to learning

3. Having high expectations of ALL

4. Assessment guides and informs teaching and learning

5. Enriching, engaging educational environments are essential

6. Community collaboration – community of learners/professionals

7. An in-depth knowledge of the curriculum

8. Celebrating achievements and success

Principle 1:

Children are capable learners

The child is first!

All children are competent, capable learners. Children come to school with a whole range of different experiences, strengths, challenges and abilities. We value our parents and caregivers as the first teachers.

All children learn in their own way, express themselves in over 100 languages. Knowing the child is the most important part of teaching children, targeting their learning and helping them to be successful.

We encourage diversity, curiosity and creativity within our community.

Continuous Improvement Framework for Catholic Schools (CIF)
Domain 5 High Quality Teaching and Learning

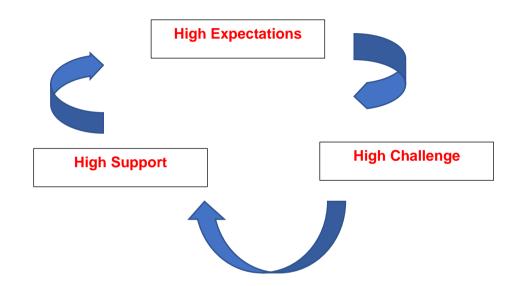**Australian Professional Standards for Teachers**

1. Know students and how they learn
1.1 Physical, social and intellectual development and characteristics of students
1.2 Understand how students learn
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
1.6 Strategies to support full participation of students with disability

Principle 2:

Positive Relationships are critical to learning

Learning can only take place when a child feels safe, welcomed, understood and valued as an individual. Good relationships are critical for a successful learning environment. Having a relationship based on trust and respect is an integral part of the learning process. We model positive, respectful interactions that ensure the dignity of each individual is maintained.

Students and teachers work together as co-learners, enriched by their shared experiences. As teachers we can engage in and plan for what really inspires and interests students. Learning is purposeful, relevant, meaningful and enables students to thrive.

St Joseph's School, Ottoway is a reflection of Australia's multicultural society. As such, we value our ability to offer an inclusive education which accounts for cultural, linguistic and religious diversity.

Continuous Improvement Framework for Catholic Schools (CIF)
Domain 4 and 8

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1.6 Strategies to support full participation of students with disability
3. Plan for and implement effective teaching and learning
3.1 Establish challenging learning goals
3.5 Use effective classroom communication
4. Create and maintain supportive and safe learning environments
4.1 Support student participation
4.4 Maintain student safety

Principle 3:

Having High Expectations of All

At St Joseph's School we nurture a culture of inquiry and the ability for all to take risks. Teachers set learning goals that provide achievable challenges for students of varying abilities and characteristics. We pursue excellence in all academic areas. Students are challenged in their learning and we provide support for them to be the best they can be.

Our staff are accountable and committed to each other, to parents and most importantly to the children. We ensure learning is visible and celebrated in our community.

Continuous Improvement Framework for Catholic Schools (CIF)
Domain 4 High Expectations of All
4.1 Shared responsibility
4.2 Engagement with families

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3.1 Establish challenging learning goals
3.2 Plan, structure and sequence learning programs
3.3 Use teaching strategies
3.6 Evaluate and improve teaching programs
5. Assess, provide feedback and report on students learning
5.1 Assess student learning
5.4 Interpret student data

Principle 4:

Assessment guides and informs teaching and learning

At St Joseph's assessment is comprehensive, rigorous and targeted

Assessment happens **before, during and after** students' learning. This is integral to authentic learning. Teachers need to know 'where the child is at' and 'what is next'. Learning needs are identified through the collection of continuous data. In conversations between teachers and co-educators we collect, analyse and measure student progress and to inform and modify teaching practice.

Assessment of learning involves interactions between learners and teachers. Teachers conduct conferences regularly with all students to provide frequent, explicit and constructive feedback. In positive relationships, teachers identify students' strengths and address specific areas of need. Therefore, students' learning can move forward.

Continuous Improvement Framework for Catholic Schools (CIF)
Domain 5 High quality teaching and learning
5.3 Assessment and reporting

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1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
1.6 Strategies to support full participation of students with disability
2. Know the content and how to teach it
2.1 Content and teaching strategies of the teaching area
2.3 Curriculum, assessment and reporting
3. Plan for and implement effective teaching and learning
3.1 Establish challenging learning goals
3.2 Plan, structure and sequence learning programs
3.6 Evaluate and improve teaching programs
5. Assess, provide feedback and report on students learning
5.1 Assess student learning
5.2 Provide feedback to students on their learning
5.3 Make consistent and comparable judgements
5.4 Interpret student data
5.5 Report on student achievement

Principle 5:

Positive, enriching, engaging educational environments are essential

Children need to feel safe before they can learn. Fostering an environment in which children feel comfortable exchanging ideas and being connected to the learning process.

When a child walks through the gates of the school they feel they belong to the community. Our inclusive environment is welcoming, interesting and stimulating ensuring the needs of ALL children are being met. Our educational environment incorporates both the physical and relational aspects of learning that allows for students, teachers and parents to learn and grow together.

The environment is the third teacher which is living, flexible and permeable. All spaces are learning spaces.

Using elements of nature inspires learning and connects to God and the environment.

Continuous Improvement Framework for Catholic Schools (CIF)
Domain 8

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4. Create and maintain supportive and safe learning environments
4.1 Support student participation
4.2 Manage classroom activities
4.3 Manage challenging behaviour
4.4 Maintain student safety
4.5 Use ICT safely, responsibly and ethically

Principle 6:

Community collaboration – community of learners/professionals

We are a school village. We are a community of people working together for a common goal – the children in our care. Our school accepts responsibility for all children; respecting and affirming their place in our learning community.

Parental engagement in the education of a child is paramount and reinforces the importance of education. Families are the first teachers.

When children's work is displayed, it gives them a voice and a sense of belonging.

I am full of confidence in our good God's mercy that by working together the common good will be secured.

Mary Mackillop to Monsignor Kirby 10.8.1874

Continuous Improvement Framework for Catholic Schools (CIF)
Domain 8
    8.1 Family engagement
    8.2 Community engagement
    8.3 Consultation, collaboration and decision making

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7. Engage professionally with colleagues, parent/carers and the community
7.3 Engage with the parents/carers

Principle 7:

An in-depth knowledge of the curriculum

Teachers have a deep knowledge of the Australian Curriculum (ACARA) and use contemporary pedagogies in their teaching and learning. Each lesson has a purposeful intention that targets students' individual needs.

By knowing the students' well, teachers are able to use the curriculum as a guide to understand students learning, thinking and problem solving.

Authentic learning reveals the world we live in and supports prior experiences of our students.

Staff are encouraged to attend professional learning workshops to keep up to date with current methodologies and to regularly share their learning.

We have agreed practices in Literacy and Numeracy. These ensure that teaching is rigorous, reflective and relevant.

Continuous Improvement Framework for Catholic Schools (CIF)
Domain 5
5.1 Curriculum

Australian Professional Standards for Teachers

2. Know the content and how to teach it
2.1 Content and teaching strategies of the teaching area
2.2 Content selection and organisation
2.3 Curriculum, assessment and reporting
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians
2.5 Literacy and numeracy strategies
2.6 Information and Communication Technology (ICT)
3. Plan for and implement effective teaching and learning
3.1 Establish challenging learning goals
3.2 Plan, structure and sequence learning programs
3.3 Use teaching strategies
3.4 Select and use resources
3.5 Use effective classroom communication
3.6 Evaluate and improve teaching programs
6. Engage in professional learning
6.1 Identify and plan professional learning needs
6.2 Engage in professional learning and improve practice
6.3 Engage with colleagues and improve practice
6.4 Apply professional learning and improve student learning

Principle 8:

Celebrating achievements and success

Every day we witness achievements in our school community. These may be in the areas of learning; academic, arts, sports or social skills. A student that shows great improvement in an assessment is as important as another child who moves up a reading level or can now ask a question in the classroom.

As a strong, loving community we take pride in each other's success and show our appreciation for those who have helped us along the way.

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1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
1.6 Strategies to support full participation of students with disability
3. Plan for and implement effective teaching and learning
3.1 Establish challenging learning goals
3.7 Engage parents / carers in the educative process
5. Assess, provide feedback and report on students learning
5.1 Assess student learning
5.2 Provide feedback to students on their learning
5.3 Make consistent and comparable judgements
5.4 Interpret student data
5.5 Report on student achievement