



Overport Primary School

Pedagogical Vision

At Overport Primary School, we differentiate our teaching to support students at their point of need and to personalise learning. It is about who they are, where they are and what they need.

Mandated time frames for reading, writing and mathematics.	Include whole school programs such as VCOP, Big Write, Sound Waves, Ymer strategies in mathematics and Restorative Practices.	Incorporating an inquiry approach to learning (where appropriate).
Utilising reflective time to identify points of need for future learning and goal setting.	Curriculum	Guiding the progression of learning through 'I can' statements.
Incorporating a common language.	Provision of multi-modal learning experiences for different learning styles.	Incorporating student interest and motivations.

<p>Set SMaRT goals for yourself. (SMaRT—Specific, Measurable, Achievable, Reasonable and Timed).</p>	<p>Represent and be the voice of your level on English, Maths and Wellbeing teams.</p>	<p>Plan collaboratively with your level team.</p>
<p>Develop your pedagogy through self reflection; with the support of colleagues and leadership.</p>	<p>Teacher</p>	<p>Contribute to the whole school vision stated in the strategic plan and Annual Implementation Plan.</p>
<p>Share your knowledge and expertise with others to improve and support their teaching and development.</p>	<p>Take opportunities to lead or be part of whole school projects and activities.</p>	<p>Always seek to strengthen your curriculum knowledge by pursuing professional development and taking part in professional conversations with teachers.</p>

<p>Ensure assessment is meaningful for your teaching and student learning.</p>	<p>Incorporate different forms of assessment for different learning styles.</p>	<p>Review data from assessment, individually and as a team.</p>
<p>Moderate work pieces with your team to ensure your interpretation of the standards is the same as others.</p>	<p>Assessment</p>	<p>Encourage and provide time for student self-reflection for the creation of action plans and to set goals.</p>
<p>Assess at various stages of student learning – as, for and of.</p>	<p>Use of the agreed OPS assessment schedule for English and mathematics, and inquiry as developed by teams.</p>	<p>Keep assessment records for reporting and student transitions.</p>

<p>Establish student pre-existing knowledge and skill.</p>	<p>Explicitly teach concepts to build a solid foundation in English and mathematics.</p>	<p>Assess the changing needs of students as their learning takes place.</p>
<p>Vary teaching styles to cater to different learning styles.</p>	<p>Point of Need</p>	<p>Provide opportunities for small group and independent work.</p>
<p>Develop 'I can' statements as a team.</p> <p><i>(I Can..." statements are simple sentences designed by the teacher to give students a better understanding of what they are expected to learn).</i></p>	<p>Use learning intentions and incorporate them in work programs, and in the classroom.</p>	<p>Scaffold learning.</p>

<p>Provide opportunities for parents/ guardians to be involved in student learning, i.e. volunteer to help in the classroom.</p>	<p>Encourage connections with our neighbouring schools.</p>	<p>Provide opportunities and encourage the community to engage with and use the school.</p>
<p>Keep up to date with local, national and global news using resources such as Behind the News and newspapers to link students to the real world.</p>	<h1>Community</h1>	<p>Be inclusive of others.</p>
<p>Work with the Parent's Club on whole school activities.</p>	<p>Invite guest speakers to speak to the class, year level and assembly.</p>	<p>Report to parents about student achievement and progress through semester reports and both formal and informal meetings, i.e. Family Forums.</p>

<p>Make explicit the real world connection to the learning.</p>	<p>Celebrate the successes, applaud effort, not just the outcomes, and help create an action plan.</p>	<p>Provide opportunities for students to articulate their learning and the next step (where appropriate).</p>
<p>Incorporate 'I can' statements in goal setting.</p>	<p>Goal Setting</p>	<p>Ensure goals are achievable and realistic for the student.</p>
<p>Assess how each student learns.</p>	<p>Allow opportunities for students to reflect on and discuss their results.</p>	<p>Encourage individual goal setting, i.e. what do you think you can work on to strengthen that skill or understanding?</p>