

KILBERRY VALLEY PRIMARY SCHOOL

PEDAGOGICAL VISION 2011

During term 2 we have been working with personnel from Southern Metropolitan Region to develop our pedagogical vision (*pedagogy - the strategies and skills teachers use to impart content of subjects to student*) which has required us to identify our current practice and then look to the future to create where we would like Kilberry Valley Primary School to be in 5 – 10 years time. It has been a very valuable experience creating much discussion.

There are four main areas to look at:

1. **Teaching and Learning** - What will the school's pedagogy/ philosophy for learning look like in the future and the enablers that have a positive influence on student learning outcomes
2. **Organisation and Structure** – The way we will support the teaching and learning including curriculum, personalized learning and assessment.
3. **Performance and Development** – How staff will be supported in developing their skills as teachers in line with the future direction of the school.
4. **Community** – How does the school want to be seen in the community? How does the school support community development? Relationships with various groups

I am attaching some of the sections to the newsletter because it is important that we all know and understand where we are heading as this is a journey which we will undertake together. The document is a vision for the future and our next step will be to identify HOW we will get there

Teaching and Learning

Kilberry Valley Primary School will have a whole school approach to pedagogy, curriculum development and assessment that features consistency and continuity. The use of evidence based teaching and learning pedagogies will close the gap between learners' current achievement levels and targeted outcomes. Our curriculum provision will maximize the capacity for all learners, with a commitment to making explicit to all stakeholders the value and purpose of personalized student learning. Assessment, monitoring and evaluation of learners' progress and achievements against standards will be used to support consistency of teacher judgments.

The teachers' role will be one of a facilitator with a deep knowledge of curriculum, having a clear sense of progression by identifying the point of need, knowing the next steps of learning and what they as facilitators need to do to support learning. We would expect to see the student engagement increase by giving them greater ownership of what they are learning. We would ensure high levels of participation by intrinsically motivating and actively involving students in self directed learning. They are critical thinkers who are proactively responsible for their own learning and the learning of others. Teachers would embrace the inquiry approach to learning in all areas of the curriculum which is primarily guided by individual student goals.

In teams, teachers will work collaboratively having a collective responsibility for the learning of all of the students under their care. Assessment will support teachers and students to focus work at the point of need. It will be an agreed consistent approach that is ongoing and allows the students to demonstrate their understandings in a variety of ways. Feedback is immediate and explicit so that students are informed of their progress and the next step in their learning whilst targets and differentiated instruction would be part of an individualized development plan for every student.

Community

Our School will be a community learning centre that offers educational, social, and recreational activities to adults as well as to children, with an atmosphere of inclusion and collaboration. The school extends learning inside and outside of school by collaboratively developing, with the community, learning programs that exist for the purpose of strengthening families and supporting achievement. The school has an open door policy so that family members feel welcome at anytime. Parents and friends are regularly invited into the school to share and celebrate the learning of students.

The school will develop initiatives to combat developmental vulnerabilities that our students have as they begin school by addressing these needs with parent education programs. The school develops programs for families that bring community resources into the school (e.g., school-linked health and social services).

The school will develop a resource bank of family and community members and their interests and skills, and provide ways for them to be involved in the school community.

At our school diversity is celebrated daily in multiple ways. Opportunities for cultural awareness and diversity training are available to staff and parents. The school provides for the needs of all cultures and languages by employing linguistic interpreters and providing written translations of materials. The richness of the many different cultures represented in our school will be acknowledged and shared with the school community.

The school has an ongoing commitment of building awareness of world issues especially in developing countries. Connections are made with other school communities either locally or overseas using technologies ie skype, podcasts, vodcasts, youtube and teachertube. Student learning will be connected with the local, global and virtual community.

The school has a designated space or another appropriate setting for volunteer work, meetings, and resources for families and will maximise the use of facilities before, during and after school.

Students are involved in various community services in the area and make a contribution to local community projects. The school will reach out to community constituencies ie senior citizens, clergy, business, media—to solicit their support and involvement and will make applications for community grants that are available. The school will foster partnerships with kindergartens, secondary colleges and universities to share resources and communication.

Parents

If you have any comments or responses to make, please contact the school either by phone (9702 8688) or in writing as we value your input. Please reply by Friday 19th August.

Assistant Principal – Teaching & Learning

Chris Taylor