



The Ashgrove Approach

A Whole School Pedagogical Framework



HIGH EXPECTATIONS:

The Ashgrove Approach is based on shared beliefs and understandings about both teachers and learners. We believe that all students (whatever their level of ability, and social, language or cultural background) can achieve and all teachers can teach to high standards. Our goal is to help students meet their optimal potential. (Sharratt, 2019, p.47-49) We do this by engaging students in learning and achievement, using high quality, evidence-based practices that are focused on ensuring that every student achieves. (DoE)

MODEL OF TEACHING/INSTRUCTION

- Use explicit teaching practices (I Do, We Do, You Do) and the Gradual Release of Responsibility Model of instruction (detailed below):

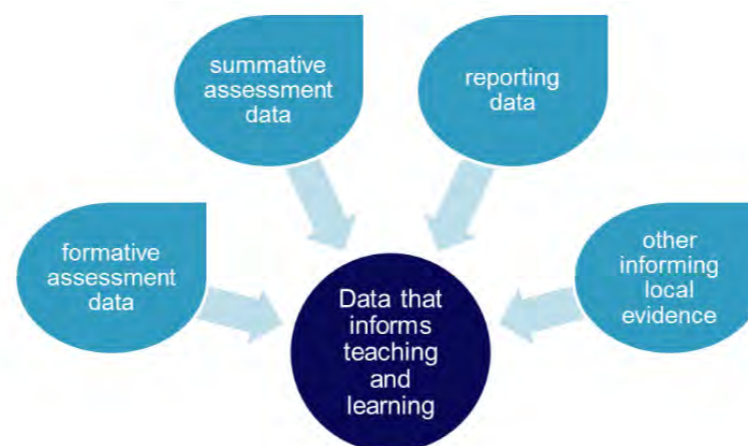


- Use Lyn Sharratt's Assessment and Instruction Framework to:
 - Communicate learning goals through learning intentions
 - Use exemplars to show what high quality performance looks like
 - Provide success criteria for high performance
 - Provide targeted feedback against success criteria
- Provide students with three learning goals each term (writing, numeracy and social) based on data and observations
- Monitor students' progress towards goals
- Respond to the diverse learning needs of individuals and groups of students, including students with disability, gifted and talented students, and students who are learning English as an additional language
- Use data analysis, including pre-assessment, to inform the starting points for teaching units of work
- Adjust teaching and learning sequences to meet the learning needs of all students
- Design formative and summative assessment tasks to be inclusive and meet the needs of all students
- Use evidence to evaluate, adapt or change teaching strategies and resources so that students continue to make progress
- Use frequent monitoring and evidence to provide feedback that enables students to progress
- Provide challenging learning experiences that further develop literacy, numeracy, and critical and creative thinking capabilities across the curriculum
- Use technological pedagogical content knowledge to enhance student learning within learning areas (use ICT to access and process subject matter, and support and enhance learning)



EVIDENCE-BASED DECISION MAKING

- Collect and analyse student data regularly to monitor progress, prompt early intervention and advancement, guide teaching practices, and assist student transition between year levels
- Refer to regional and school-based benchmarks/targets inform evidence-based decision-making.
- Use Early Start and the P-10 Literacy Continuum to monitor students' progress in literacy and numeracy in Prep to Year 2
- Use high impact, evidence-based teaching practices focused on success for every student
- Use a variety of formative and summative assessment tools to monitor students' progress in literacy and numeracy in all year levels
- Use visual displays to track student progress
- Conduct regular, on-going student case management throughout the year, and discuss, enact and reflect upon effective high yield strategies to improve student outcomes
- Engage in the work of Lyn Sharratt's 14 parameters to maintain focus on students' progress
- Use agreed feedback practices for staff, students and parents to improve performance



ALIGNMENT OF CURRICULUM, PEDAGOGY AND ASSESSMENT

- Develop a deep understanding of the Australian Curriculum
- Teach, assess and report on the Australian Curriculum through units of work aligned to the achievement standard and content descriptions
- Incorporate the general capabilities and cross-curriculum priorities within the content taught in the learning areas
- Improve students' literacy and numeracy achievement through all learning areas of the Australian Curriculum
- Use the Curriculum into the Classroom (C2C) materials, and other resources such as the P-10 Literacy Continuum, to support effective teaching, learning and assessment that suits individuals and the school context
- Develop Individual Curriculum Plans for students requiring a different year/band of years curriculum
- Document the requirement for intensive teaching for students in personalised learning plans
- Maintain a whole school curriculum, assessment and reporting plan that includes a whole school curriculum plan, year and/or band plans for each learning area, and unit plans
- Participate in year level planning sessions to ensure systematic curriculum delivery, and to plan, design and determine assessment and its implementation to ensure consistency across the year level
- Administer assessment according to Assessment Schedules detailed in the school's Assessment and Reporting Framework
- Use moderation process to ensure consistency of teacher judgment on individual summative assessment tasks, and
- accuracy of judgments on overall levels of
- achievement for reporting at the end of semester (A-E data)
- Engage in coaching, mentoring, profiling, walkthroughs, formal and informal feedback, and professional development to improve teaching practices and curriculum knowledge
- Collaborate with other staff



SAFE, SUPPORTIVE, CONNECTED AND INCLUSIVE LEARNING ENVIRONMENT

- Create inclusive opportunities for all students to reach their potential as successful learners
- Create an inclusive culture of engaging learning that improves wellbeing and achievement, values diversity, responds to students' needs and interests and builds students' autonomy
- Develop and maintain effective teacher-student relationships
- Use consistent, whole school approaches to behaviour management
- Establish, implement, monitor and review clear guidelines and policies for the innovative, responsible and ethical use of digital technologies to enable students to live and operate in a digital world
- Establish and maintain classroom rules, routines and expectations
- Monitor and review attendance, behaviour, retention and attainment strategies for continuous improvement
- Support staff through coaching and watching others work

PARENTS AS PARTNERS

- Establish strong, innovative and strategic partnerships that expand opportunities and contribute directly to greater student success
- Communicate professionally with parents through class newsletters, a parent information night, and formal parent /teacher interviews
- Communicate curriculum expectations to parents
- Work in partnership with parents/caregivers to ensure homework completion and to discuss and address any concerns

