






Eagle Junction State School Whole School Approach to Pedagogy - our approach is underpinned by the EJSS Charter and EJSS Learner Profile

Curriculum	The Learning	The Learner
<p>Curriculum Provide (teach, assess and report on) all learning areas of the Australian Curriculum (AC)</p> <p>Meet the minimum requirements for providing the AC</p> <p>Three Levels of planning: Whole school planning – Curriculum Provision Year level planning Unit planning – proformas</p> <p>Assessment</p> <ul style="list-style-type: none"> Summative assessment used to gather evidence and to report on student learning and achievement against the achievement standard Marking guide that uses the relevant achievement standard and assessable elements Formative assessment used to monitor student progress to inform ongoing teaching and learning <p>Moderation</p> <ul style="list-style-type: none"> Use a whole school approach to moderation processes to align curriculum, pedagogy, assessment and reporting to ensure consistent judgements and accurate reporting against the achievement standard <p>Reporting</p> <ul style="list-style-type: none"> Use the evidence of student performance in the student folio to make an on-balance judgement about the overall level of achievement. Student Assessment Folio – On-Balance Judgement Guide used at the end of each reporting period to determine overall achievement in each learning area <p>EJSS Documentation</p> <ul style="list-style-type: none"> Whole School Curriculum, Assessment, Moderation and Reporting Plan Data Plan Whole school programs 	<p>Shared understanding and language about pedagogy</p> <p>Identify where the learner is in the learning process – <i>surface – deep – transfer learning.</i></p> <p>EJ Learning Process</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Take Off Surface learning. Building knowledge</p> </div> <div style="text-align: center;">  <p>Spread your Wings Deep learning. Making meaning</p> </div> <div style="text-align: center;">  <p>Soar Transfer learning. Applying understanding</p> </div> </div> <p>Pedagogical practices for learning:</p> <ul style="list-style-type: none"> Learning Intentions and Success Criteria Purpose for learning Learning Goals Activate prior knowledge – make connections Releasing responsibility Explicit instruction Collaborating -cooperative learning Practising Questioning Feedback Metacognitive strategies & reflecting Developing language <p>Agreed practices</p> <ul style="list-style-type: none"> Learning Powers Learning Intentions and Success Criteria Learning Goals EJ Learning Process Feedback Learning Pit 	<p>Challenge and encourage all students to achieve their very best within a supportive, inclusive environment.</p> <p>Explicitly teach and embed the EJ Learning Powers to help students become an effective learner.</p> <p>Use the EJ Learner Profile to develop learner qualities</p> <p>Use a whole school approach to differentiate teaching and learning to support all students to access, participate and progress through the curriculum.</p> <p>Use assessment and reporting data to identify the diversity of year level cohorts, class groups and individual students.</p> <p>Respond to identified needs of students by differentiating teaching and learning in all three levels of planning.</p> <p>Differentiation</p> <ul style="list-style-type: none"> Understanding of and provision for diverse learners Identify and employ pedagogical practices to respond to student needs Provide tailored supports to ensure every student can: engage in learning; demonstrate what they know and can do; and access the learning environment Literacy and numeracy instruction prioritised Ongoing monitoring of student progress in literacy and numeracy is communicated to students and used to establish learning goals Document strategies for differentiation <p>Feedback</p> <ul style="list-style-type: none"> Timely, effective and targeted feedback that informs students: <ul style="list-style-type: none"> <i>How am I going?</i> <i>Where am I going?</i> <i>Where to next?</i> Use individual student achievement data to inform the next steps in learning Students receive feedback aligned to learning intention and success criteria Levels of feedback - task, process, self-regulation and self Self-reported grades including the use of; Learning Walls, Bump It Up walls, student samples and marking guides Engage students in Learning Conversations <ul style="list-style-type: none"> <i>What are you learning?</i> <i>Why are you learning this?</i> <i>How will you know when you have learnt it?</i> <i>Do you have learning goals? What are they?</i> <i>What feedback have you received from your teacher?</i> <i>What do you do if you get stuck?</i>
<p>Evidence we see:</p> <ul style="list-style-type: none"> Detailed planning proformas Alignment – planning, teaching, assessment and reporting Marking Guide for all summative assessment tasks Range and balance of consistent assessment On-balance judgment sheet in student folios Timely collection and collation of monitoring and diagnostic data to monitor learning and progress EJ Moderation Process – before, after, after, end 	<p>Evidence we see:</p> <ul style="list-style-type: none"> Embedded agreed practices Learning Powers Learning Intention and Success Criteria visible Bump it Up walls and Learning Walls Learning goals EJSS Learning Process evident in practice Teachers who 'Know Their Impact' on students in terms of achievement and progress Feedback – teacher and student 	<p>Evidence we see:</p> <ul style="list-style-type: none"> Student Folio Student articulation of individual learning goals Students engage in Learning Conversations Students know their next steps in learning and progress made Differentiation Academic Case Management Student Support Services model Literacy and numeracy continuum Reasonable adjustments