

# Pedagogical Framework 2019

Charles Conder Primary School



## Our Vision

This school's vision enables our community to work towards common goals ensuring children are our focus. The manifesto is embodied by **'Know the Child – Grow the Child'**. Charles Conder Primary School has a strong commitment to providing a safe and harmonious school environment where successful relationships thrive. The strength lies in the close partnership between students, staff, parents and the wider community which is highly valued to us all. We promote and develop positive and respectful relationships. The school motto is: *Commitment to Excellence – in a caring, cooperative, purposeful and success-oriented environment.*

## Our Values and Beliefs

At Charles Conder Primary School our community believes in the manifesto of *'Know the child, Grow the child'*. We incorporate a holistic and collaborative approach to teaching and learning where students belong, feel safe and supported and have high expectations for success.

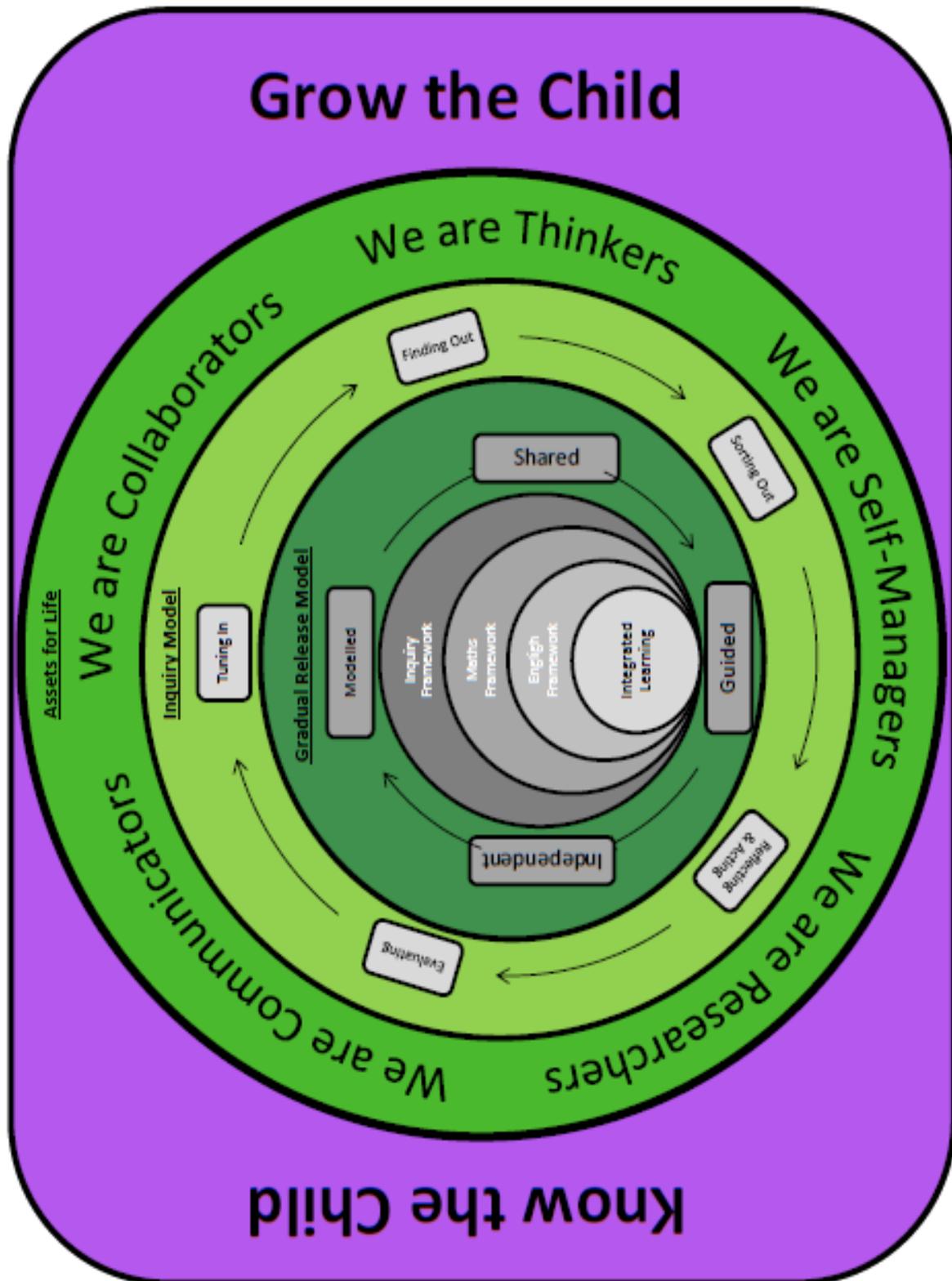
Learning is student centred, differentiated, authentic and inquiry driven. Teachers analyse data to identify purposeful, personal learning goals allowing for targeted teaching and learning. Feedback and reflection facilitates ongoing learning, ensuring students feel empowered to take risks, extend their thinking and develop a growth mindset.

At Charles Conder Primary school every student is learning and achieving as part of a shared partnership between school and home. As a community we build healthy relationships through trust, respect, support and encouragement.

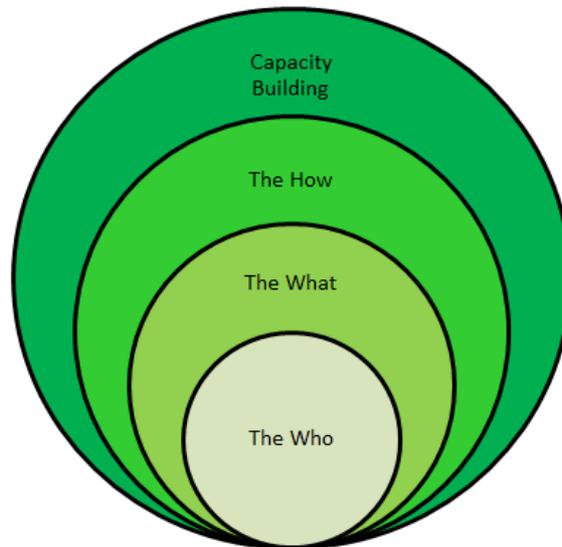
Know the Child, Grow the Child, at Charles Conder Primary School, you will see:



# Pedagogical Framework



## Principles of our School-wide Pedagogy



### The Who

At Charles Conder Primary School, students are at the centre of our framework 'Know the child, grow the child'. We are committed to working closely with students, parents and the community to improving student outcomes. Teachers actively build effective relationships with each student and their family.

### The What

*'Today's schools need to be educating not just for exam results but for lifelong learning. To thrive in the 21<sup>st</sup> century, pupils need to have learnt to be tenacious and resourceful, imaginative and logical, self-disciplined and self-aware, collaborative and inquisitive'* (Claxton, G. 2011)

While collection of data on certification, learning outcomes, engagement and wellbeing is important, *Guy Claxton* emphasises that we want to promote "Learning Mode (Growth Mindset)" as opposed to "Performance Mode (Fixed Mindset) in students. " As 21st Century Educators, students should be encouraged to grow up with "Learning Mode" as their default. Learning outcomes such as being inquisitive, tentative, adventurous, experiential, open minded, keen to improve, not fearing failure, confident communicators, honest self-appraisers are also important outcomes.

At Charles Conder Primary School, our framework embodies the 'Assets for life' by Kath Murdoch, ***'when we consciously engage young people in inquiring into how they learn we are developing skills and dispositions that act as important assets to them as learners- across the curriculum in school and beyond (Murdoch K. 2015).*** The assets describe the broad skillset (or tool kit) required of the inquirer, thinking, collaborating, self-managing, researching and communicating.

An inquiry model supports and guides our thinking and practice. Inquiry is a process of tuning, finding out, finding out, sorting out, going further and reflecting and evaluating. The inquiry cycle is about what learners do. It involves numerous skills, dispositions and processes. The process of inquiry is fluid and requires scaffolded, intentional and purposeful design. At Charles Conder Primary School, the inquiry lens is reflected across all key learning areas by considering the 'big ideas', in order to drive the teaching and learning cycle.

At Charles Conder Primary School, learning frameworks in English, Mathematics and inquiry are utilised through a gradual release of responsibility model. The frameworks are designed to reflect the Australian curriculum achievement standards, cross curriculum perspectives and general capabilities.

## The How

At Charles Conder Primary School, we are trauma informed and trauma sensitive. 'Trauma sensitive school interventions are based on the goals of supporting the quality and number of safe and secure relationships a child has; teaching the essential skills of social-emotional competence and increasing the opportunities children have to learn. The focus at Charles Conder is to foster and develop relationships between teachers and all students while 'building children's social and emotional competence in order to improve academic engagement and success' (Australian Government Department of Health).

'In recent decades neuroscience has established that our brains can change over the lifespan, particularly so, before the age of 25. This neural plasticity is shaped by our experiences and our environments, including those provided in schools. Repeated engagement with environments that the best school, classrooms and teachers provide, can change students' brains- maximising their individual well-being for learning' (Rossouw, P). We believe in fostering a growth mindset in our students and maximising each and every learning opportunity.

At Charles Conder Primary School we believe... 'that the effective traits of teachers (as based on work from Sheena Cameron and Louise Dempsey) are to; *know your learners, know your subject, create excitement, model, scaffold and guide all students towards independence and provide purposeful and planned feedback* Cameron, S. & Dempsey, L. (2013, p.18)

'Responsive teaching and assessing means we are always teaching for understanding, continuously checking for understanding and adjusting instruction as needed. It's not enough to know how to do something; we have to know what we are doing and why we are doing it if we are to apply any 'how to' in a worthwhile and sustainable way.' Routman, R. (2014)

There is a clear expectation that these consistent, school wide effective teaching practices will be implemented by all teachers. There will be consistent evidence of the gradual release of responsibility being used in every classroom, visible learning and high expectations of all students.

'Good planning, like good instruction is as intentional as it is adaptable' (Pearson, 1995)

## Core Principles

Our Pedagogical Framework reflects the following core principles. At our school, they are evident in whole school practices from Preschool to year 6. These principles act as a guideline for all teachers in providing consistent high quality teaching and learning.

1. Social and Emotional Learning
2. Inquiry Approach
3. Purposeful collection and use of data
4. Consistent Practices
5. Capacity Building
6. Community Engagement

## 1. Social and Emotional Learning

At Charles Conder Primary School you will see these consistent practices in order to support emotional and psychological well-being;

<p>Trauma Informed Approach_ (Brace Framework)</p> <p><a href="#">BRACE Framework\BRACE Resources.pdf</a></p>	<p>To brace is to give support or to make stronger or firmer. Trauma informed schools work to support all students and provide them with a stronger base to succeed through;</p> <p><b>Belonging</b> - connected to staff and peers, safe and secure schools that engage with families</p> <p><b>Routine</b> – predictable, consistency in the classroom and behaviour management</p> <p><b>Attachment</b> – building relationships</p> <p><b>Capacity</b> – building capacity and promoting competency, identifying and promoting strengths and successes in students.</p> <p><b>Emotions</b> – calm the self and student, help to recognise, regulate and express emotion.</p>
<p>Positive Behaviours for Learning</p> <p><a href="#">CCPS PBL Decision Making Flow Chart.doc</a></p>	<p>We follow the Behaviour Expectation Matrix to enable students to be safe, respectful, learners, committed to achieving excellence. We teach students the language to be safe, respectful and be a learner across a range of different settings in the school.</p>
<p>SEL resources</p> <p><a href="#">SEL Scope and Sequence.docx</a></p>	<p><b>SEL Practices:</b></p> <p>Circle time daily, Check ins daily using charts/walls etc, Mindfulness practices, utilising programs such as: Smiling minds</p> <p>Bucket filling (junior), Gratitude Jars (senior)</p> <p>SEL Scope of learning Preschool to Year 6</p> <p><b>Resources to support SEL:</b></p> <p>Friendly schools plus</p> <p>NeuEd Principles</p> <p>Mind up (investigating how the brain works)</p> <p>Fixed vs Growth mindset- promotion of a growth mindset</p> <p>Playground activities at lunchtime and recess providing opportunities for students to engage in alternative playground activities</p>

## 2. Inquiry Approach

At Charles Conder Primary School you will see us taking an Inquiry stance. This requires us to be thinkers, questioners, investigators and to make sense of our world through authentic Inquiry both in our teaching and in the learning experiences we provide and engage in with our students. You will see us utilising the following evidence base to support our inquiry stance:

<p>Conceptual Planning</p>	<p>You will see us using a conceptual planning framework to plan inquiries that connect with the disciplines of science and technologies, humanities, health and personal development and the arts. We believe planning this way supports the contexts for inquiry to become more flexible, responsive, adaptable and spontaneous. With a conceptual based framework, the big ideas are the focus. This allows students to gain an increasingly complex</p>
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understanding of big ideas by revisiting them through a range of contexts over time.

Conceptual Lenses for Inquiry Planning: Kath Murdoch (Power of Inquiry, P51)



The General Capabilities

The general capabilities play a significant role in our conceptual planning, equipping our students to live and work successfully in the twenty-first century. We encompass the General Capabilities for our students to confidently and effectively apply their knowledge and skills in complex and changing circumstances. The capabilities provide an important reference point for teachers in planning effective inquiry.



Power of Inquiry

You will see us using the *Power of Inquiry* by Kath Murdoch to guide our inquiry journey through;

**Tuning In** – Gathering data about students existing thinking, knowledge, feelings and understandings. Helping students to make connections with the key concept/s. Providing purpose, motivating and engaging students.

**Finding Out** – Gathering new information, developing research skills, stimulating curiosity, recording information in efficient ways. Share our thinking with others

**Sorting Out** – Making meaning of the information gathered, revealing new thinking and deeper understanding. Interpreting information and answering questions.

**Going Further** – Providing opportunities for students to pursue questions

	<p>and interests, we are investigating independently.</p> <p><b>Reflecting and acting</b> – reflect on what and how they have learned, setting goals for the future. Apply learning to other contexts.</p>
Assets for Life	<p>At Charles Conder Primary School you will see us encompassing the Assets for Life across all curriculum areas. This will be at the forefront of what we do, providing our students with the skills to face challenges and opportunities, develop habits, dispositions, values, attitudes and interests. You will see us consistently referring to and reflecting on the following assets:</p> <ul style="list-style-type: none"> <li>• We are thinkers</li> <li>• We are communicators</li> <li>• We are self-managers</li> <li>• We are researchers</li> <li>• We are collaborators</li> </ul>
Inquiry in our Preschool Setting: Early Years Learning Framework	<p>You will see us utilising the early years learning framework as a basis for our teaching and learning. In our daily teaching and learning we ensure:</p> <ul style="list-style-type: none"> <li>• Each child's agency is promoted enabling them to make choices and decision to influence events in their world</li> <li>• We respond to children's ideas and play, using intentional teaching to scaffold and extend each child's learning</li> <li>• Children have opportunities to reflect on what they have done and plan for what they are going to do in the future, discussing, rethinking and changing their plans as they go</li> </ul> <p>Educators see themselves as co learners working with children as they learn, ensuring children have the time, space and resources to become deeply involved in their investigations</p>

### 3. Purposeful collection and use of data

At Charles Conder Primary School, to inform the next stage of teaching and learning, we utilise diagnostic, summative and formative assessments. Each term this evidence is reflected upon and actions are created that align with our school's Annual Action Plan. The School data plan [CCPS data plan a.docx](#) is a summary of this process. The consistent practices you will see;

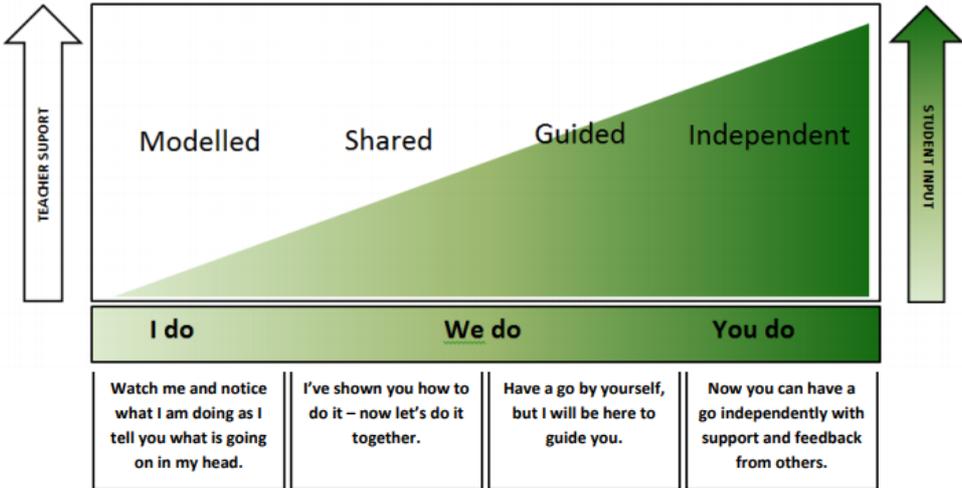
English and Maths Assessment schedule	<p><b>Refer to English and Maths Frameworks</b></p> <p>The assessment schedule outlines specific assessment tasks with timelines to be collected during the year. It includes data to be handed over to the following year's teacher or for filing.</p> <p>Specific assessment to be handed over in student folders at the end of the year include:</p> <ul style="list-style-type: none"> <li>• PM level for term 4</li> <li>• BEE Spelling profile term 4</li> <li>• Star word list highlighting words read (where applicable)</li> <li>• Writing sample with rubric for term 4</li> <li>• Sentence Level Moderation task</li> <li>• SENA 1 or 2 profile</li> <li>• Semester 2 report</li> <li>• Additional student information essential for next year class teacher</li> <li>• Student Profiles</li> </ul>
Summative and Formative Assessment to inform teaching/planning/learning cycle	<ul style="list-style-type: none"> <li>• PAT Maths Years 1-6 in Term 4</li> <li>• PAT Comprehension Years 1-6 in Term 4</li> <li>• PAT Spelling Years 3-6 in Term 4</li> <li>• PM Levels</li> <li>• Bee Spelling</li> <li>• SENA</li> <li>• Writing Samples</li> <li>• CARS Comprehension</li> <li>• Capacity Matrices</li> <li>• Observations/reflections in differentiated groupings</li> <li>• Conferencing and goal setting</li> </ul>
Australian Curriculum	<ul style="list-style-type: none"> <li>• Achievement standards utilised at the big questions level in planning</li> <li>• All teachers utilise the Maths and English Frameworks to support the planning and assessment for each child's learning</li> <li>• All students' goals refer to the breakdown of the associated year level achievement standard and elaborations</li> <li>• Moderation matrices are used in semester 1 and 2 for reporting purposes utilising the Australian curriculum achievement standards and relevant descriptors</li> </ul>
Response to Intervention	<ul style="list-style-type: none"> <li>• Adjustment matrix completed for individual class early in term 1 (outlining extensive, substantial, supplementary adjustments for students)</li> <li>• Teachers to complete/update audit of student need spreadsheet on Google drive</li> <li>• ILP goals created or goals updated from previous year</li> <li>• SMART goal setting- All teachers to communicate ILP goals via Seesaw</li> <li>• Evidence in planning of guided/targeted groups that reflect data and goals</li> <li>• Small targeted groups for additional needs and enrichment K – 6</li> </ul>

## Reporting to parents

- Three-way Conferences - goal setting
- Learning Overviews to families week 3 of each term
- Semester 1 reports with interviews
- Semester 2 reports with interviews as requested
- Learning Showcase term 3
- A-E reports- (parents to be contacted should a child be receiving a developing grade prior to reports being sent home)
- P grades given in consultation with Executive and Disability Ed teacher
- ILP/ISP meetings and reviews- ILP goals updated termly

### 4. Consistent Practices

At Charles Conder Primary School you will see these consistent practices;

<p>Gradual Release of Responsibility</p>	<p>In our classrooms you will see...</p> <p><b>Modelled:</b> This approach provides the highest degree of teacher support. The teacher shows what is going on in their head by talking through the process (think alouds).</p> <p><b>Shared:</b> This approach provides a high degree of teacher support where students are now involved in helping the teacher in demonstrating the learning.</p> <p><b>Guided/Independent:</b> This approach involves students independently, with guidance and support from the teacher, demonstrating the learning. This can be small targeted groups based around the lesson criteria or student/group goals.</p> <p style="text-align: center;"><b><u>GRADUAL RELEASE OF RESPONSIBILITY MODEL</u></b></p>  <p>The diagram illustrates the Gradual Release of Responsibility Model. It features a green triangle that increases in height from left to right, representing the transition from teacher support to student input. The stages are Modelled, Shared, Guided, and Independent. Below the triangle is a bar divided into 'I do', 'We do', and 'You do' sections, each with a corresponding description of the teacher's role.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;"><b>I do</b></td> <td style="width: 25%;"><b>We do</b></td> <td style="width: 25%;"><b>You do</b></td> <td style="width: 25%;"></td> </tr> <tr> <td>Watch me and notice what I am doing as I tell you what is going on in my head.</td> <td>I've shown you how to do it – now let's do it together.</td> <td>Have a go by yourself, but I will be here to guide you.</td> <td>Now you can have a go independently with support and feedback from others.</td> </tr> </table>	<b>I do</b>	<b>We do</b>	<b>You do</b>		Watch me and notice what I am doing as I tell you what is going on in my head.	I've shown you how to do it – now let's do it together.	Have a go by yourself, but I will be here to guide you.	Now you can have a go independently with support and feedback from others.
<b>I do</b>	<b>We do</b>	<b>You do</b>							
Watch me and notice what I am doing as I tell you what is going on in my head.	I've shown you how to do it – now let's do it together.	Have a go by yourself, but I will be here to guide you.	Now you can have a go independently with support and feedback from others.						
<p>Check for understanding</p>	<p>As part of the gradual release model you will see us demonstrating:</p> <p><b>Catch and release:</b></p> <ul style="list-style-type: none"> <li>• Ongoing reflections utilising traffic lights throughout the lesson to check for student understanding</li> <li>• Sharing of students' thinking and learning</li> </ul> <p><b>Questioning:</b></p> <ul style="list-style-type: none"> <li>• Use of open ended questions using questioning prompts such as;             <ul style="list-style-type: none"> <li>○ What's working well for you and why?</li> <li>○ How do you know you are being successful?</li> <li>○ What are we learning today and what is the purpose of this learning?</li> <li>○ How can you improve this learning?</li> <li>○ If you don't know what you are doing, where do you need to go for help?</li> </ul> </li> </ul>								

	<p><b>Feedback :</b></p> <ul style="list-style-type: none"> <li>• Feedback is constructive and moves the learning forward</li> <li>• <b>TAG</b> – <b>T</b>ell something you liked, <b>A</b>sk a question and <b>G</b>ive a suggestion</li> </ul>
Formative Assessment Strategies	<p>Formative assessment strategies toolkit:</p> <ul style="list-style-type: none"> <li>• traffic lights</li> <li>• think/pair share</li> <li>• no hands up</li> <li>• levels of self-help</li> <li>• exit tickets</li> <li>• random pick</li> <li>• de bono thinking hats</li> <li>• Catch and release</li> <li>• Capacity matrices to support self and teacher assessment for goal setting</li> </ul>
Balanced literacy	<p>Each day you will see:</p> <ul style="list-style-type: none"> <li>• Modelled reading and writing</li> <li>• Guided reading/Cooperative reading</li> <li>• Read to self/write to self with guided groups/conferring</li> <li>• Guided writing</li> <li>• Reading and writing workshops (WIN groups based on student data)</li> <li>• Word work based on BEE spelling aligned with Christine Topfer and Mist Adoniou's scope and sequence</li> <li>• Use of Big Books and rich texts</li> <li>• Modelling and practise of reading and writing strategies/text types</li> <li>• Use of bump it up walls and capacity matrices</li> <li>• Co constructed visible learning/anchor charts from modelled and shared learning experiences</li> </ul> <p><b>Resources : English Framework</b>  <a href="#">Teaching and Learning\English\Framework\DRAFT English Framework3.docx</a></p>
Balanced numeracy	<ul style="list-style-type: none"> <li>• Each day you will see:</li> <li>• A warm up focused around number (whole class- teacher led or small group while teacher is working with a guided group or conferring)</li> <li>• Explicit teaching at the point of need for students including critical thinking and problem solving with real world connections, incorporating strand and use of Newman's prompts</li> <li>• Daily real-world connections to strands</li> <li>• Exposure to mathematical vocabulary linked to a visible maths word wall</li> <li>• Guided and independent practise including collaborative problem solving (WIN groups and conferring with a focus on goals/student data)</li> <li>• Use capacity matrices aligned with the Australian Curriculum</li> <li>• Co constructed visible learning/anchor charts from modelled and shared learning experiences</li> </ul> <p><b>Resources: Maths Framework</b>  <a href="#">Teaching and Learning\Mathematics\Maths Framework\PDF version.pdf</a></p>
Individual goal setting	<p>Every student will have .....</p> <ul style="list-style-type: none"> <li>• A reading, writing, spelling and maths goal updated as required</li> </ul>

	<ul style="list-style-type: none"> <li>• Conferencing regularly on goals (individually and targeted groups)</li> <li>• All teachers to communicate goals via Seesaw (termly at a minimum)</li> <li>• All goals for the year are recorded on student profiles and passed on to next teacher at the end of term 4</li> </ul>
Literacy and Numeracy Planning	<p>All teachers will.....</p> <ul style="list-style-type: none"> <li>• Plan the big ideas for the term with teams, utilising the Australian Curriculum achievement standards to determine long and short term goals</li> <li>• Short term planning documents should include: <ul style="list-style-type: none"> <li>➢ Achievement Standard on a continuum, plotting which year level the students are working at</li> <li>➢ concepts being taught</li> <li>➢ explicit teaching opportunities</li> <li>➢ What I Need groupings (WIN/differentiated groupings)</li> <li>➢ individual goal practise and learning experiences</li> <li>➢ Learning intentions- framed as questions are used in the teaching and learning cycle</li> <li>➢ Success criteria written in student friendly language, with capacity matrices</li> <li>➢ reflections and where to next</li> <li>➢ evidence of how goals are practised in planning documents</li> </ul> </li> </ul> <p>All teachers collaborate in team planning sessions to review, plan and develop learning sequences regularly and share with Principal on google docs twice a term</p>
<p>Essential Instructional Practices in Literacy</p> <p><a href="#">hyperlinks for pedagogical framework\Essential Instructional Practices</a></p>	<p>We believe that the use of these ten practices everyday in our classrooms can make a positive impact on literacy development:</p> <ol style="list-style-type: none"> <li>1. Deliberate, research informed efforts to foster literacy motivation and engagement within and across lessons</li> <li>2. Read alouds of age-appropriate books and other materials, print or digital</li> <li>3. Small group instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to student's observed and assessed needs in specific aspects of literacy development</li> <li>4. Activities that build phonological awareness</li> <li>5. Explicit instruction in letter sound relationships</li> <li>6. Research and standard aligned writing instruction</li> <li>7. Intentional and ambitious efforts to build vocabulary and content knowledge</li> <li>8. Abundant reading material and reading opportunities in the classroom</li> <li>9. Ongoing observation and assessment of children's language and literacy development that informs their education</li> <li>10. Collaboration with families in prompting literacy</li> </ol>
Visible Learning	<p>We believe that our visible learning must be co-constructed and interactive to promote students to feel success, using their Levels of Self Help</p> <ul style="list-style-type: none"> <li>• Bump it Up Walls</li> <li>• De Bono's Thinking Hats</li> <li>• Hamburger Model for writing</li> <li>• Reading and Writing strategies</li> <li>• Anchor charts</li> <li>• Spelling Strategies</li> <li>• Maths vocabulary/strategy wall</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Levels of Self Help</li><li>• Headings for displays worded as a question</li><li>• Assets for Life</li></ul> |
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## 5. Capacity Building

At Charles Conder Primary School you will see these consistent practices;

<p>Coaching and Mentoring <a href="#">Coaching Flow Chart.docx</a></p>	<p>Our coaching and mentoring structure provides a supportive and collaborative model which is underpinned by the Australian Professional Standards for teachers. In recognition of the importance in understanding what highly effective teaching looks like in the classroom and to support teachers to continuously reflect on practice, receive constructive feedback and improve student outcomes.</p> <p><b>1. Teacher Self-Assessment</b> All teaching staff complete the AITSL self-assessment tool online and print two copies; one for their coach and one for themselves. <a href="https://www.aitsl.edu.au/teach/improve-practice/teacher-self-assessment-tool">https://www.aitsl.edu.au/teach/improve-practice/teacher-self-assessment-tool</a></p> <p><b>2. What kind of teacher am I now?</b> Each teacher is allocated a leadership team member as their coach and this will remain the same for the entire year. All teachers will have a 1-1, informal classroom visit from their coach at the beginning of term 1 providing an opportunity for them to share and celebrate their practice with their coach.</p> <p><b>3. What kind of teacher do I want to be?</b> Teachers book a time during the allocated week on the PL timetable to have a 1-1 discussion with their coach. The purpose of this discussion is;  <ul style="list-style-type: none"> <li>- Teacher reflection on current practice</li> <li>- Completion of SWOT tool (Strengths, Weaknesses, Opportunities, Threats)</li> <li>- Share and discuss teacher self-assessment report</li> <li>- Identify key standards for future growth</li> </ul> <a href="https://docs.google.com/document/d/1XeT5Zp3RPnI-yTm2Do73yduXNSs14hXcXWCEt4ToD/edit">https://docs.google.com/document/d/1XeT5Zp3RPnI-yTm2Do73yduXNSs14hXcXWCEt4ToD/edit</a></p> <p><b>4. Ask yourself what 2-3 things would make the biggest difference to your teaching practice, be appropriately challenging and therefore benefit from additional support to achieve?</b> Complete the preparation form provided prior to your Teacher Performance and Development goal setting discussion with your coach. Your Teacher Performance and Development Plan will be completed during your meeting. <a href="https://docs.google.com/document/d/1CG17C1Q8P1xvZuCVZ3u6M009DLEeW0o8yU6y5e-vZns/edit">https://docs.google.com/document/d/1CG17C1Q8P1xvZuCVZ3u6M009DLEeW0o8yU6y5e-vZns/edit</a></p> <p><b>5. Teacher Performance &amp; Development Goal Setting Meeting</b> Teachers schedule meeting with their coach during TPDP week (see PL timetable) to formally identify professional learning goals for the year. Goals will be developed together with your coach using the school's Annual Operating Plan, teacher self-assessment report, SWOT analysis and teacher's personal reflection. <a href="https://index.ed.act.edu.au/our-people/performance-and-development/teacher-performance-and-development.html">https://index.ed.act.edu.au/our-people/performance-and-development/teacher-performance-and-development.html</a></p> <p><b>6. Which need do you feel will be best met by coaching?</b> Identify one goal to focus on with your coach.</p> <p><b>7. How will we document GROWTH?</b> Development of, and ongoing use of GROWTH template <a href="https://docs.google.com/document/d/1aBPtx0wvNbv_JfUjUpAh8zXWRi3upsIQUuuhYyz7aY/edit">https://docs.google.com/document/d/1aBPtx0wvNbv_JfUjUpAh8zXWRi3upsIQUuuhYyz7aY/edit</a></p> <p><b>8. Reflection</b> Have I achieved my professional learning goals? How? What has been the impact of coaching on my students? And myself as an educator?</p> <p><b>Charles Conder Coachee Flow Chart</b> <i>Rationale: To build staff confidence and capacity to provide high quality learning for all students within a safe, supportive environment</i></p>
<p>Professional learning</p>	<p>Teachers are to be committed to all Meetings and PLT sessions throughout the year. Committees/ PLC are related to the Key Improvement Strategies and actions in the Annual Action Plan.</p> <ul style="list-style-type: none"> <li>• <b>Team planning</b> – all teachers collaborate in team planning sessions to review, plan and develop learning sequences regularly and share with Principal/Deputy on google docs twice a term</li> <li>• <b>PLT meetings</b> (including combined PLTs) that focus on the Pedagogical framework and sharing of best practice</li> <li>• <b>Committee meetings</b> held regularly with a focus on actions within the school plan</li> </ul>

## 6. Community Engagement

At Charles Conder Primary School you will see these consistent practices;

Communication	<ul style="list-style-type: none"> <li>• Letter home to new students and families prior to the beginning of the new school year</li> <li>• Meet and Greet in mornings and afternoons- teachers outside at 8:50am and after school to greet families and students</li> <li>• Positive phone calls/notes/emails regularly to parents - weekly</li> <li>• Facebook for events, enrichment, excursions/incursions</li> <li>• Whole school newsletters- weeks 3, 6, 9</li> <li>• Term overviews and timetables sent home to families – week 3</li> <li>• Teachers access and use/update the Communicator on Google drive daily</li> <li>• Formal parent and student meetings through the year</li> <li>• Home Led learning Inquiry Matrices shared with families each semester</li> <li>• Home Led Learning Showcase Semester 1</li> </ul>
Seesaw	<ul style="list-style-type: none"> <li>• Student Goals (in student friendly language) and learning updated on Seesaw - termly</li> <li>• Individual student learning posts each fortnight and a learning house post each week (minimum non-negotiable)</li> <li>• 5/6 students learn how to access Seesaw through email to then be able to independently post and comment on their learning goals (with teacher approval)</li> <li>• Seesaw teacher comments about learning to be framed with questions to prompt a response</li> </ul>
Groups	Parents and Citizen Association School Board Tuggeranong Child and Family Centre
Programs available to support students social and emotional well being	<ul style="list-style-type: none"> <li>• Kidshope mentoring program</li> <li>• Redcap- years 3/4</li> <li>• Girls Group- years 5/6</li> <li>• Circles of Security</li> <li>• PCYC- through a referral process</li> <li>• Cyber Safety – 3-6</li> <li>• Junior and Senior Tuggeranong Enrichment days- termly</li> <li>• Lanyon High School Transitions</li> <li>• Preschool Transitions</li> <li>• Transitions to new classes for following year – term 4</li> </ul>
Events	<ul style="list-style-type: none"> <li>• Whole school assemblies- weeks 2, 5 and 8 of each term</li> <li>• P-2 assemblies – twice a term</li> <li>• Three-way Conferences (Goal setting) Term 1</li> <li>• Learning Showcase- term 3</li> <li>• Special Days/community events e.g. Harmony Day, Children’s week, Book week</li> <li>• Sporting carnivals- e.g.; Swimming, Athletics, Cross country</li> </ul>
Excursions and Incursions	Excursions and incursions are organised and require the following

	<p>documentation to be completed. All forms need to be approved by Principal and/or Deputy Principal</p> <ul style="list-style-type: none"><li>• Proposal- needs to be submitted to Executive at least four weeks prior to excursion date</li><li>• Risk assessment</li><li>• Medical forms</li><li>• Excursion note</li><li>• Excursion cost planning sheet in consultation with Business Manager</li></ul>
School Based programs	<ul style="list-style-type: none"><li>• Playgroup is a teacher led group each week whereby parents and children can come and engage in pre-literacy and numeracy learning</li><li>• Reading Café- Breakfast Club</li><li>• Student Representative Council</li><li>• School Band yr5/6</li></ul>