



FRAMEWORK FOR QUALITY LEARNING

A consistent and evidence based approach to teaching and learning is vital to ensuring that the learning outcomes for all students are achieved. This framework provides an overview of the beliefs, practices and varied components that underpin the learning at Irymple South Primary School.

PRIORITIES OF AN EFFECTIVE SCHOOL



**Excellence in
teaching & learning**

**Professional
Leadership**

**Positive climate
for learning**

**Community
engagement in
learning**

This means school staff:

- have a deep knowledge of the Victorian Curriculum
- are prepared with strong content knowledge in key learning areas
- have the skills to utilise high-impact pedagogical strategies to improve student learning

This means school staff:

- set the vision for the school and foster the culture
- set high expectations and organise learning goals
- participate in professional learning
- ensure a safe and orderly environment
- have competence in planning, coordinating and evaluating teaching and learning
- actively lead discussions about instructional matters

This means school staff:

- expect and enforce respectful behaviour
- deliberately promote healthy relationships and foster engagement and school connectedness
- reduce disengagement from education, and target those at risk of dropping out of school

This means school staff:

- help build positive relationships with families and work with them on their child's learning.
- give families effective strategies to actively support student learning, and work with them to foster students' positive social behaviours.

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Whole School Improvement occurs when:

1. Curriculum plans, assessment and shared pedagogical approaches are documented.
2. School-based professional learning programs are developed and implemented to support the identified improvement strategies.
3. The School improvement team oversees and evaluates the effectiveness and impact of the A.I.P.
4. Student voice, leadership and agency in the student's own learning is activated so that they have positive school experiences and act as partners.
5. A whole school approach to health, wellbeing, inclusion and engagement occurs.
6. Moderation of common student assessment tasks is occurring.
7. Data is collected, analysed and evaluated to compare student learning growth over time.
8. Explicit evidence based school improvement strategies and teacher professional practice activities are used.



Quality Teaching and Learning occurs when teachers use the High Impact Teaching Strategies:

1. Setting Goals
2. Structuring Lessons
3. Explicit Teaching
4. Worked Examples
5. Collaborative Learning
6. Multiple Exposures
7. Questioning
8. Feedback
9. Metacognitive Strategies
10. Differentiated Teaching



Quality Leadership occurs when:

- *We are driven by the desire to see every student in the school excel.
- *We have high aspirations for learning that inspire staff, students and the community.
- *We establish an environment that provides opportunities for all staff to learn and improve together.
- *We are constantly reflecting on our own leadership and impact.



The following components of professional research underpin our framework:

- Framework for Improving Student Outcomes - The Victorian Curriculum - High Impact Teaching Strategies - New Pedagogies for Deep Learning - A Handbook for Classroom Instruction That Works - Putting Faces on the Data - AITSL Professional Standards and Growth Tools - Lesson Workshop Model - Inquiry Based Learning - Effective Schools are Engaging Schools.