



HIGHVALE PRIMARY SCHOOL

31. Curriculum Framework Instructional Practice Policy

RATIONALE

Student learning is produced, shaped and affected by four connected components. Each of these components plays a distinct role in the process of student learning and each is interconnected with all of the others.

- **Curriculum** defines *what* it is that students should learn, through the associated progression or continuum of learning.
- **Instructional Practice** or **Pedagogy** describes *how* students will be taught and supported to learn.
- **Assessment** identifies *how well* a student has (or has not) learnt specified content.
- **Reporting** explains to the student, parent and teacher *where* a student is on a learning continuum at the end of a specified period of schooling, and where this places them in relation to their own learning goals.

Our school encourages and supports students to strive for excellence in all of their endeavours. Enabling students' learning progress is the role of teachers and support staff. Learning is enabled through a quality 21st century curriculum, evidence based pedagogy and assessment and reporting. Engaging in this learning process is the responsibility of students and parents in partnership with the school.

To achieve this, our school draws upon the Framework for Improving Student Outcomes 2.0 (FISO 2.0) evidence base, contemporary research and data to inform and establish:

- A shared purpose for teaching and developing learning.
- A collective understanding of effective evidence based instructional practices.
- Core beliefs about student learning.
- Quality professional learning to support and maximise staff capacity, practice and performance.
- Quality opportunities for parent education and parent engagement to support learning.

These are actively monitored, adjusted where required and reviewed as a key component of the DET School Improvement Cycle.

AIMS

To establish high impact, evidence based teaching practices which enable learners to achieve intended learning goals and outcomes.

IMPLEMENTATION

The Instructional Practice policy, is one of a suite of Curriculum Framework policies. These are reviewed by the School Improvement Team (SIT) as part of the School Improvement Process.

- The Principal has overall responsibility for the implementation of School instructional practices. Aspects of this role can be delegated to other staff members who will work in conjunction with the Principal to maximise delivery.
- Instructional practices are reviewed in accordance with the Highvale PS Strategic Plan, Annual Implementation Plan and at the principal's discretion.
- Instructional practice improvement must be research and / or evidence based.
- The four Vertical Professional Learning Teams (VPLTs), Learning English, Learning Mathematics, Wellbeing, Engagement, in consultation with the SIT lead an ongoing process of review to improve whole school instructional practices.
- VPLTs seek input from relevant staff throughout the improvement process.
- The Learning Specialist models and supports excellence in all facets of teaching and learning through the provision of quality planning, teaching, assessment, reporting, demonstration lessons, observation, mentoring, coaching and feedback.

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- The Learning Specialist supports the performance and development of all teachers to improve the skill, knowledge and effectiveness of their instructional practice, relevant to school and individual goals.
- The Learning Specialist supports the improvement of instructional practice through facilitating school-based professional learning.
- The Learning Specialist progressively documents the expected HPS whole school evidence and research based instructional practices as described in detail in the 'HPS Student Learning Overview'.
- All staff will be supported to implement whole school practices through the performance and development process encompassing professional learning.
- Each Learning Leader, leads their Professional Learning Team (PLT) through the Professional Learning Community (PLC) based inquiry cycle to ensure evidence based teaching practices are continually refined and improved to meet the diverse needs of students:
- All instructional practices will support the aims of the School's Instructional Practice Policy and 'HPS Student Learning Overview'.
- Instructional practices will provide the opportunity for students to learn the knowledge and skills defined by each Victorian Curriculum Learning Area and Capability in accordance with DET policy and guidelines.
- PLTs use scheduled and non-scheduled 'Non Face To Face' (NFTF) time to maximise opportunities for collaboration. Thus enabling planning and the impact of Instructional practices on student outcomes to be quantifiable to inform the PLC cycle.
 - Teachers will implement a Gradual Release of Responsibility, enabling a balance between focused instruction, differentiated guided instruction, collaborative learning, independent practice and feedback.
 - Teachers will use the Workshop Model as a guide to plan and teach individual lessons.
 - Teachers as clinicians - teachers track student progress and use appropriate HITS to intervene where progress is not as expected.
 - Where required PLTs will draw upon the expertise of leadership, research and access evidence based practices to intervene where progress is not as expected.
- Digital technologies will be embedded in teaching practices.
- Professional Learning will be resourced through SIT, Learning Specialist, colleagues, DET and professional learning budgets where required.

LINKS & APPENDICES

Links which are connected with this policy are:

DET School Improvement Cycle - <https://www2.education.vic.gov.au/pal/fiso/guidance/improvement-cycle>

Practice Principles - <https://www.education.vic.gov.au/Documents/school/teachers/support/practiceprinciples.pdf>

High Impact Teaching Strategies (HITS) - <https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx>

Appendices which are connected with this policy are:

- [Appendix C: HPS Student Learning Overview – Under review](#)
- [Appendix D: Curriculum Provision Time allocations – Under review](#)
- [Appendix E: HPS Specialist Learning Area Scope & Sequence – Under review](#)
- [Appendix F: HPS Vic Curriculum Concept Map – Under review](#)
- [Appendix G: Concept Inquiry Unit Planner Template – Under review](#)
- [Appendix H: HPS Inquiry Processes & Concepts & Skills Overview – Under review](#)
- [Appendix I: ~~School Data Improvement Process~~ HPS School Improvement SCHEDULE & PROCESS. – Under review](#)

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website <https://highvaleps.vic.edu.au/parent-information/#policies>
- Included in staff induction and child safety training processes
- Notification of updates through the School Newsletter
- Discussed at staff briefings/meetings as required

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2023
Consultation	Shared with School Council
Approved by	Principal
Next scheduled review date	May 2026

Respect

Responsibility

Honesty and Integrity

Commitment

