



GRANT HIGH SCHOOL

BUILDING FUTURE READY CITIZENS

Pedagogical Statement of Practice

At Grant High School, our mission is to build future ready citizens. Future-ready citizens are resilient, creative, lifelong learners. They approach all learning opportunities with passion, enthusiasm and determination to be meaningful contributors to their communities. To achieve our mission, our intention is to provide the best learning opportunities for all students, resulting in increased engagement and student achievement. It is important that we provide all students with a coherent, relevant and engaging curriculum and ensure that we are developing teacher capacity to improve educational engagement and outcomes to maximise the impact of teaching.

Our teachers and support staff will:

- Create a safe and supportive environment where everyone is respected and valued
- Offer opportunities for all students at all levels to excel (differentiated tasks)
- Set high expectations for students' learning and behaviour and model these expectations
- Provide students with timely and effective feedback in multiple forms (written, face-to-face, formal and informal) as per the feedback policy
- Model positive mindset and attitudes (frame things positively)
- Be consistent and equitable
- Implement a broad range of strategies for managing classroom behaviour
- Reflect on and refine their own pedagogical practice through a range of staff driven supports (eg. observations, moderation, collaboration)
- Communicate clearly, regularly and consistently, taking into account the understanding of the audience
- Arrive on time with required materials ready to implement lesson
- Commit to following the school's policies, procedures and protocols

At Grant High School, every teacher will support the development of future ready citizens by implementing high quality curriculum, pedagogy and assessment in their classes using evidence based high impact teaching strategies (HITS), trauma informed practices and the guidelines below.

Each lesson will include:

1. Classroom Preparation (set up equipment, resources and materials; liaise with SSO if allocated)
2. Positive Welcome (greet students and positive primer)
3. Recap of Previous Lesson/Hook (gain students' attention)
4. Learning Intentions (set explicit goals for the lesson including a learning intention and success criteria)
5. Learning Activities (mix of activities including explicit teaching, individual, collaborative and tactile tasks)
6. Summary of Lesson (reflection of what has been learned, reflecting on success criteria)
7. Classroom Pack-up (structured end to lesson including classroom clean-up; reflection with SSO as needed)

During Learning Activities, we expect to see:

- Differentiated Learning (multiple entry and exit points)
- Learning Intentions and Success Criteria
- Questions / Clarifications
- Checking for Understanding
- Feedback Provided
- Formative Assessment
- Brain Breaks where appropriate (opportunities for students to have a quick break from learning activities to deepen engagement)

Grant High School Lesson Structure

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EACH LESSON WILL INCLUDE:



Prepare for Learning



Positive Primer/Greeting



Hook In/Recap of Prior Lesson



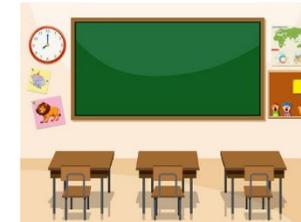
Learning Intentions and Success Criteria



Learning Activities



Lesson Reflection



Pack-up Classroom

DURING LEARNING:



Differentiated Activities



Questioning/Clarifying



Checking for Understanding



Feedback Provided



Formative Assessment

RESPECT TRUST COMMITMENT



Government of South Australia
Department for Education