MOSS - Pedagogical Framework

Curriculum Intent - What do our students need to learn and do?
At MOSS we adopt a student centred approach where all decision making places the needs of the students first and foremost and parents and carers are considered learning partners.

We do:
- Teachers plan and deliver curriculum that aligns with:
  - Australian Curriculum • P-12 Curriculum Assessment and Reporting Policy and Kindergarten Guidelines • Senior School QCA learning and GIL organiser • MOSS Whole School Curriculum Assessment and Reporting Plan • Individual student goals identified in ICP, IEP, PATH and SET plans • Intensive Interaction Guidelines.

We use:
- Australian Curriculum and C2C resources • Families as partners in decision making • Student data – diagnostic and anecdotal • Evidence and feedback from para professionals • ASDAN resources • Whole School Curriculum, Assessment and Reporting Plan • Moderation practices.

We see:
- Student centred planning informed by data and feedback • High quality learning opportunities for all students everyday • Alignment and coherence between what is planned, taught, assessed and reported • Teachers working collaboratively • Teachers and administration working alongside families as learning partners and decision makers • Collaboration and consultation with para professionals.

Making Judgments - Using standards to make evidence-based judgments in order to monitor and inform the next steps for learning.
At MOSS we expect transparency about how judgements will be made.

We do:
- Know and understand curriculum intent • Make judgements against criteria, standards and evidence from multiple sources • Engage in regular, planned moderation practices • Engage in professional conversations to align judgments with evidence • Inform judgements within and across sectors • Communicate with families and the community.

We use:
- MOSS Whole School Curriculum Assessment and Reporting Plan • MOSS data collection schedule and guidelines • Judgements to inform twice-yearly reporting to students, parents and carers • Multiple formats to demonstrate evidence of learning • Intensive Interaction Framework for Attainment.

We see:
- Scheduled moderation to ensure consistency of teacher judgements • Use of data to assist reflection on the quality of decisions about how and what to teach • Achievement of individual learning goals • Teachers engaged in feedback discussions with families and community regarding learning and assessment.

Assessment - The evidence on which judgments about student learning are made in order to inform future teaching and learning.
At MOSS assessment is purposeful and systematic and used to inform learning and celebrate student achievement.

We do:
- Align curriculum intent, teaching and learning • Differentiate assessment methods.
  - Assessment is used: • For learning – to use student progress to inform teaching • As learning – to inform students’ future learning goals • Of learning – to assess student achievement against goals and standards.
  - Whole School Curriculum, Assessment and Reporting Plan • MOSS data collection schedule and guidelines • School developed evidence based assessment tools – MOSS Numeracy Tool • Work samples, photos, anecdotal records, checklists, observations and video evidence • Team approach – therapists, coaches and teachers • Intensive Interaction Framework for Attainment and FOC • Moderation processes within and across teams.

We see:
- Differentiated assessment tasks • GTM • Teachers engaged in moderation processes • Data stored on OneSchool • Planned use of diagnostic tools • Celebrations of student achievements during Assembly, on Facebook and QSchools App • Individual student videos of “journey travelled” • Deliberate and consistent use of multiple sources of evidence to inform decisions.

Teaching and Learning - The relationship between what is taught and how it is taught in order to maximise student learning.
At MOSS we aim to maximise student learning outcomes through differentiated, high quality curriculum planning and implementation.

We do:
- Differentiate teaching and personalise learning • Build upon each student’s present knowledge, skills and understanding by utilising assessment data and baseline information • Align human and physical resources to support student learning needs • Align professional learning with school improvement agenda/targets • Adopt an instructional leadership approach.

We use:
- Front end assessment • Intensive Interaction observation schedules • Explicit instruction • A balanced literacy model • Guidelines for individual learning • ASDAN resources • Multi-modal communication strategies: PECs/PDISign, Speech generating devices (including Protop2go app), Symbol ALS/boards • Experiential Teaching, play based learning, drama and sensory stories • Multiple opportunities to demonstrate learning • Literacy, Numeracy, Intensive Interaction Coaches • Specialised HPE programs and activities.

We see:
- High expectations for all students • Student learning goals displayed in each classroom • Explicit and individualised teaching aligned to student learning goals • Teachers engaged in pedagogical conversations and high quality learning opportunities • Coaches working with teachers in classrooms to improve teaching practice • Teacher Aides working with coaches on the explicit teaching of Numeracy and Literacy • Use of school developed rubrics to inform feedback discussions • Purposeful and planned classroom visits from the leadership team and coaches • Active involvement of the leadership team in collegial discussions of instructional matters • Recruitment efforts to develop instructional expertise aligned to student needs.

Feedback - Feedback is both formal and informal information and advice provided by a teacher, peer, parent or member of leadership team about aspects of someone’s performance. The aim of feedback is to improve learning.
At MOSS feedback is valued and seen as important to achieving outcomes for students, staff and the school.

We do:
- Utilise feedback from parents, students and para professionals to inform teaching and learning • Provide feedback to families both formally and informally • Share a term newsletter for families and community partners • Utilise Facebook as a tool to give feedback to families and the community • Share sector specific information sessions for families each year • Share digital presentations showcasing student engagement in learning.

We use:
- Written, verbal, gestural and sensory feedback • Quality feedback against explicit student learning goals • Learning walks and talks • School based coaching in Literacy, Numeracy and Intensive Interaction • School based rubrics for Literacy and Numeracy • Feedback for staff aligned with rubrics • Video evidence of teaching practices • AITSL professional standards • Developing performance framework • School Internal Review feedback to inform school improvement agenda.

We see:
- Shared and sustained focus on improvement • Scheduled learning walks and talks by the leadership team • Teachers and Teacher Aides using feedback to improve teaching practices • Feedback loops for student, teachers and leaders that are frequent and constructive • Regular meetings between the Principal, coaching staff, HOC and Master Teacher • Teachers having access to up-to-date, evidence based knowledge of how students learn • Teachers engaging in conversations with families and providing feedback on student goals • MOSS Facebook page with explicit links to student learning and achievement.