

Frankland River Primary School

STATEMENT OF TEACHING PEDAGOGY

Pedagogy: The method and practice of teaching

At Frankland River Primary School we provide a **balanced** and **holistic curriculum** that embraces a **range** of teaching methods. This balanced approach reflects current research and is the best way that we at Frankland River Primary School can ensure that our students become **active, engaged** and **successful** learners.

This approach links closely with our values identified in the Business Plan.

Learning	Self as a Learner	Inclusiveness
<p>Our school community values learning and has a positive school culture. We embrace multi-age classes and encourage interaction across year groups. We endeavour to foster an enthusiasm for learning.</p> <p><i>We want our students to interact positively with parents, staff and members of the broader community.</i></p>	<p>Our school community promotes confident learners who are valued for their contributions. We want our students to be willing to take risks, make positive choices and persevere despite challenges.</p> <p><i>We want our students to become active citizens of the community in which they belong.</i></p>	<p>We promote a culture of inclusiveness. Our school prides itself on engaging with families and community members. Our students are encouraged to include others and embrace differences.</p> <p><i>Through inclusiveness, everyone feels safe and welcome.</i></p>

The **early childhood** phase of development includes children from **Kindergarten - Year 3**.

The **middle childhood** phase of development includes children from **Year 4-6**.



Early Childhood Pedagogy

High quality early childhood pedagogy at Frankland River Primary School has 11 key characteristics:

- **Explicit**- Make learning clear
- **Active** - Include physical opportunities in learning
- **Creative** – Investigate, inquire and create
- **Learner focused** – Learning is a highly individualised process
- **Responsive** – Balance opportunities for structure and spontaneity
- **Scaffolded** – Model, encourage, give feedback, question and add challenges
- **Language rich and dialogic** – Rich language is modelled and used
- **Agentic** – Children have a voice in their learning
- **Collaborative** – Children and educators work together
- **Playful** – Make connections through imagination and creativity
- **Narrative** - Produce and comprehend narratives; personal, written, oral and digital

Educators are responsive to the developmental needs of the child, their interests and Western Australian Curriculum content, skills and knowledge. This includes providing opportunities for extension and support as determined by the class teacher. This ensures that a balanced and holistic approach is used to educate our students.

A strong focus of our early childhood education program is the explicit instruction and support in regulating emotions and learning social skills. We use a number of evidence based programs to help teach these skills including Zones of Regulation and Friendly Schools Plus. Students are provided with many opportunities to develop essential social and emotional skills through play and intentional teaching.



Middle Childhood Pedagogy

The middle childhood phase of development is characterised by the following features:

- **Social Interactions** become increasingly important and children demonstrate an interest in clubs and other social groups.
- **Independence increases.**
- Gradual movement from **concrete learner** to **abstract thinker** and reasoning skills develop.
- Becomes **focused on others and cultures outside their own.**
- Becomes **aware of social justice and injustice.** Engages in moral questions of right and wrong and wants to know moral and ethical reasoning behind decisions.
- **Experiential learning** is essential.



Therefore, in the middle childhood phase of development, educators at Frankland River Primary School incorporate the same key 11 characteristics of high quality early childhood pedagogy, but also respond to the increased breadth and depth of the Western Australian Curriculum. Educators will therefore ensure that learning experiences reflect both the curriculum content and skills and the developmental needs of the child. This includes providing opportunities for extension and support as determined by the class teacher.

In the middle childhood phase of development, the Western Australian Curriculum becomes increasingly complex and abstract. The curriculum describes the knowledge, understanding, skills and processes that teachers are expected to teach and students are expected to learn. Learning is recursive and cumulative, and builds on concepts, skills and processes developed in earlier years. A concept or skill introduced at one year level may be revisited, strengthened and extended at later year levels as needed.

In preparation for High School, older students are provided with leadership opportunities which carry increased responsibilities and decision making opportunities. Staff facilitate and support these opportunities which align with the students' increased independence.

