## Pedagogy Framework

<table>
<thead>
<tr>
<th>OUR PURPOSE</th>
<th>OUR VISION</th>
<th>OUR MOTTO</th>
<th>OUR VALUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create an environment that is enthusiastic, challenging and supportive so that students aspire to their individual potential as active and responsible citizens.</td>
<td>Boyne Island students strive to be their personal best.</td>
<td>‘A Healthy Mind in a Healthy Body’</td>
<td>Respect, Responsibility, Safety</td>
</tr>
</tbody>
</table>

### Beliefs

<table>
<thead>
<tr>
<th>PEDAGOGY</th>
<th>STUDENTS</th>
<th>STUDENT ENGAGEMENT</th>
<th>PROFESSIONAL LEARNING &amp; INSTRUCTIONAL LEADERSHIP</th>
</tr>
</thead>
</table>
| • Teachers direct and are accountable for student learning  
  • Teaching is structured and explicit  
  • Learning is revised and reinforced across all aspects of curriculum. | • Every student can be a successful learner  
  • All students matter, everyday | • Students trust and respect their teacher  
  • Students work at their level  
  • Students have friends at school | • Teachers believe in their own efficacy  
  • Administrators believe that teachers can teach to high standards given the right conditions and assistance.  
  • Teachers believe administration and colleagues support them in their teaching and learning. |

### Dimensions of Teaching and Learning

**Productive Pedagogies**

- The most critical decisions focus on the student:
  - What do my students already know?
  - What do they need to learn?
  - How do I teach it?
  - How will they demonstrate their learning?
  - How will I know how well my students have learned it?
  - Where to next?

### Learning Environment- Quality Standards

<table>
<thead>
<tr>
<th>Relationships</th>
<th>High Expectations</th>
<th>Presentation of Work</th>
<th>Correction/Feedback</th>
<th>Classroom Display</th>
<th>Classroom Tone</th>
</tr>
</thead>
</table>