



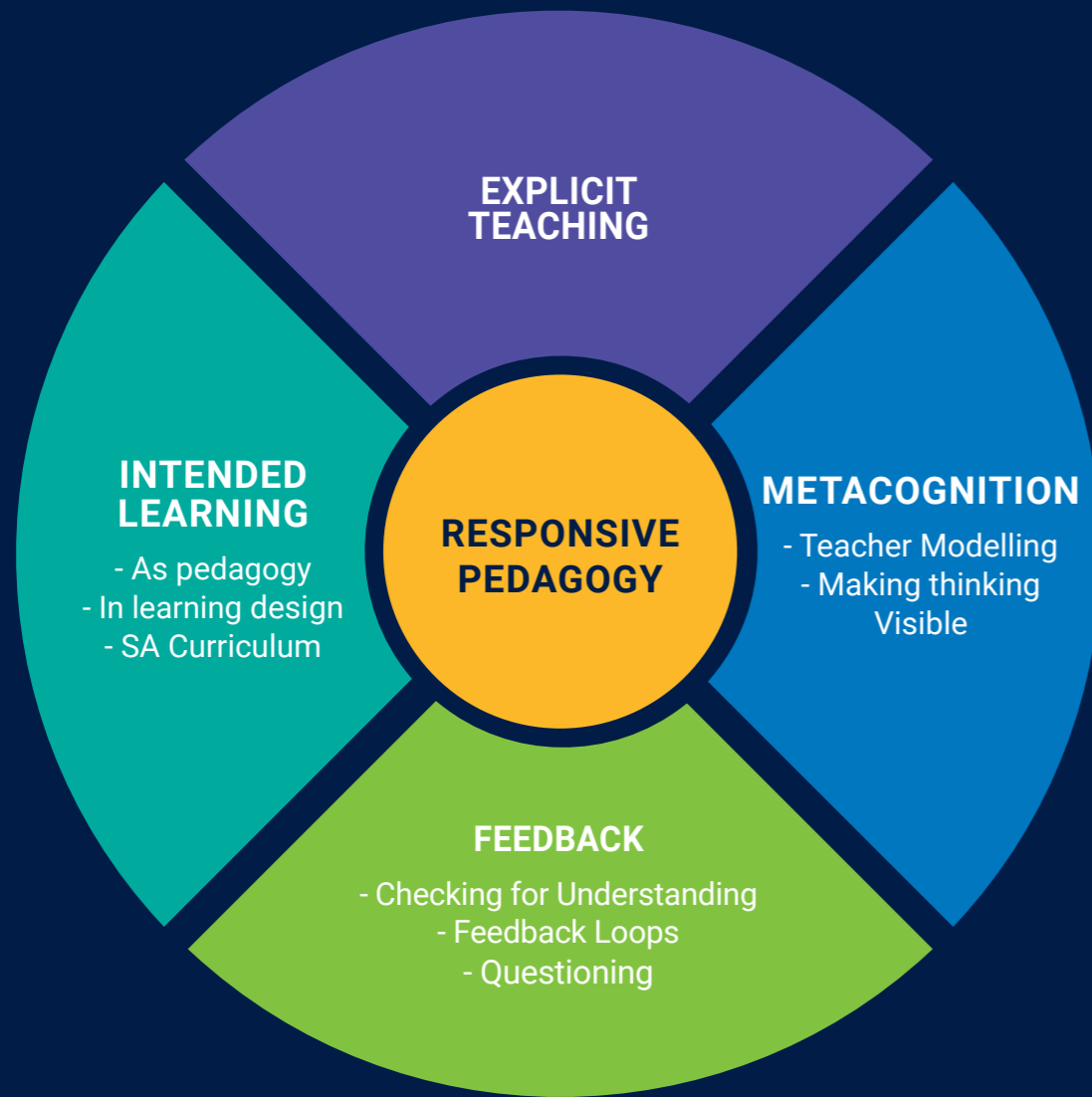
Paralowie R-12 School
ACHIEVEMENT FOR ALL

OUR VISION

Paralowie R-12 School empowers students to be resilient, lifelong learners through a culture of high expectations and a commitment to excellence.

OUR MOTTO

Achievement for All



AREAS OF IMPACT FOCUS:

Equity and Excellence,
Effective Learners

LEVERS FOR IMPACT FOCUS:

Empowered Leadership,
Effective Teaching

GUIDING PRINCIPLES FOCUS:

Collective Responsibility,
Evaluate for Impact



Government of South Australia
Department for Education

EFFECTIVE LEARNING AND TEACHING

Action: Educators engage in Responsive Pedagogy to empower resilient, lifelong learners.

TEACHER RESPONSIBILITIES

DISPOSITIONS – ‘BE’

- Embrace a growth mindset by being open to new learnings, receptive to feedback, and willing to let go of traditional methods to explore innovative ways of assessing and engaging students.
- Foster a culture of risk-taking by viewing productive failure as a stepping stone to growth, continually challenging yourself and your students to reach higher standards of excellence.

CAPABILITIES – ‘DO’

- Map the sequence of learning to ensure coherent progression and alignment with curriculum goals.
 - R-6: Core Teachers: Maths, English, Specialist Teachers: Science, H&PE, Technologies, The Arts
 - R-10: Learning Areas
- Design assessment tasks aligned with learning standards that foster sequential development of conceptual understanding.

KNOWLEDGE – ‘UNDERSTAND’

- Understand how dispositions and capabilities interact with content in the context of effective design and implementation of the SA Curriculum, ensuring that teaching practices foster both student engagement and achievement.

LEADERSHIP RESPONSIBILITIES

DISPOSITIONS – ‘BE’

- Create a culture of psychological safety by modelling vulnerability and openness, encouraging trust and honest dialogue across the team
- Model positive dispositions towards change and a clear commitment to our shared purpose through professional behaviour and decision-making.
- Encourage teachers to integrate attitudes and values that support students’ growth.

CAPABILITIES – ‘DO’

- Foster a culture of collective responsibility, building high-performing teams that collaborate effectively to implement the SA Curriculum with consistency, fidelity and excellence
- Provide quality feedback, conduct lesson observations and walkthroughs, and remain visible, supportive, and approachable to foster a culture of growth and collaboration.
- Establish accountability models through walkthroughs, lesson observations, progress monitoring, and regular check-ins, while overseeing learning design and fostering team development.

KNOWLEDGE – ‘UNDERSTAND’

- Understand how dispositions and capabilities interact with content in the context of leading the effective design and implementation of the SA Curriculum, guiding teachers to foster student engagement and achievement.

EXCELLENCE AND EQUITY

Action: Effective design and implementation of SA Curriculum builds a culture of high expectations and commitment to excellence.

TEACHER RESPONSIBILITIES

DISPOSITIONS – ‘BE’

- Embrace risk-taking by deprivatising classrooms, openly inviting feedback, and engaging in collaborative practices with colleagues to continuously improve teaching and learning.
- Model a commitment to lifelong learning by actively engaging in professional development, seeking new ideas, and refining practice to inspire both students and peers.
- Foster a culture of openness by consistently sharing ideas, collaborating with others, and using feedback as a tool for personal and professional growth.

CAPABILITIES – ‘DO’

- Apply the interconnected elements of Explicit Teaching, Metacognition, Intended Learning, and Feedback to create a responsive pedagogy that empowers learners to be resilient and lifelong learners.

KNOWLEDGE – ‘UNDERSTAND’

- R-12 Curriculum Areas: Apply pedagogical content knowledge (PCK) through the lens of subject-specific content.
- R-12 Mathematics: Focus on the capability of ‘Developing Understanding’
- Literacy:
 - Junior Primary: Focus on phonics instruction and oral language development
 - Primary: Focus on spelling, morphology, comprehension, and vocabulary
 - Secondary: Focus on comprehension strategies (BDA) and vocabulary development.

LEADERSHIP RESPONSIBILITIES

DISPOSITIONS – ‘BE’

- Create a culture of psychological safety by modelling vulnerability and openness, encouraging trust and honest dialogue across the team
- Be empowered leaders who build your own professional capacity while also empowering the educators you lead, fostering informed decision-making and driving continuous improvement across your teams
- Become empowered leaders by actively seeking and embracing feedback, using it to build your capacity and continuously enhance your effectiveness.

CAPABILITIES – ‘DO’

- Embed a cycle of inquiry that fosters continuous improvement as learning, where praiseworthy failure and risk-taking are valued, and success is celebrated.
- Provide quality feedback, conduct lesson observations and walkthroughs, and remain visible, supportive, and approachable to foster a culture of growth and collaboration.

KNOWLEDGE – ‘UNDERSTAND’

- Develop a deep understanding of instructional coaching, mentoring, and feedback to support the growth of responsive pedagogy and align teaching practices with the strategic directions and vision of the school.
- Cultivate knowledge of critical conversations, performance and development processes, ensuring that all leadership actions are centered on enhancing responsive pedagogy and fostering continuous improvement across the school.