



PEDARE

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Teaching and Learning

at Pedare



Pedare's Vision

Fostering partnerships with families that enable students to:

- excel in learning
- be globally focused
- have a strong sense of self-worth
- make a difference in the community.

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Our Why

At Pedare student growth occurs through the experience of quality learning opportunities, now and in the future. We believe that education is about locating the talents that reside in each and every child.

Pedare has developed a set of Guiding Principles that underpin who we are as Pedare staff, and the opportunities for every learner at Pedare. Our Guiding Principles is a framework that inspires a language of learning that promotes excellence, respect and inclusion within our community.

At Pedare, every educator goes beyond the role of teaching content and assessing knowledge, and brings the whole student into focus. Pedare's Guiding Principles represent a culture of learning that never ends, developing inquiring, knowledgeable, confident and caring young people.

The College's Strategic Plan, ACARA general capabilities, the Learner Profile from the International Baccalaureate and the SACE Strategic Plan, frames our aspirations for the formation of the whole person.



Our Guiding Principles is a framework that inspires a language of learning that promotes excellence, respect and inclusion within our community.







Principal's Message

At Pedare our vision is to work in partnership with families to provide an exceptional program of learning, inclusive of every student. We aspire to develop confidence, resilience and a strong sense of self-worth in our students by prioritising wellbeing. Through the establishment of respectful relationships between staff and students we ensure the individual needs of each young person is at the core of their Pedare experience.

Through our focus on exceptional learning and teaching, and the commitment of our dedicated staff, Pedare has a proud history of outstanding academic achievement. Senior School students experience a curriculum that is broad, flexible, challenging and diverse. We inspire our students to develop knowledge, skills, capabilities and attitudes relevant to their aspirations, and we take pride in offering pathways to success for all students. In Years 11 and 12 students complete Stages 1 and 2 of the South Australian Certificate of Education (SACE). Our focus on academic success is underpinned by exceptional staff who challenge students to push the limits of what they believe to be possible.

Our rigorous academic program is complemented by a broad and diverse range of co-curricular opportunities. This allows every student to explore their passions creatively, in an environment where they are encouraged to unlock and grow their unique gifts and talents.

The College motto is *Let your Light Shine*, and every student is provided with the opportunity to explore what this means for them.

We are united by our common goal of fostering inquisitive minds and developing compassionate, respectful young people who encapsulate our Anglican and Uniting Church values. Students are encouraged to contribute meaningfully to society, making a difference to others by imagining better ways.

James Tamblyn



James Tamblyn
College Principal



**At Pedare, our
vision is to work
in partnership with
families to provide an
exceptional program
of learning...**



From the Deputy Principal - Teaching and Learning

The knowledge, skills, attributes and experiences garnered throughout an International Baccalaureate education, are a child's forever.

The International Baccalaureate Primary Years Programme (IB PYP) and the International Baccalaureate Middle Years Programme (IB MYP) promotes a solid foundation that empowers Pedare students to be global thinkers and creators, ready to solve challenges and build a better world for the future.

We prioritise literacy and numeracy learning at Pedare.

Children need to be literate and numerate to actively and successfully participate in the world. Literacy transcends all subject areas, thus literacy learning at Pedare is given utmost importance to every learner, within every classroom.

A major feature of the PYP and MYP programmes is the development of the 'Learner Profile'. It describes a broad range of human capabilities and responsibilities that go beyond academic success. The Learner Profile aims to develop learners who are Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced and Reflective.

The IB PYP and MYP programmes perfectly complement and prepare students for their SACE studies in the Senior School.

Throughout the Senior School we have a strong focus on innovative and authentic learning opportunities that develop student agency, leadership and independence. We facilitate world class learning experiences that guide students to channel their interests with bespoke, industry-connected, practical and collaborative learning opportunities.

We have high academic expectations of all students at Pedare.

We have a strong focus on exceptional teaching and learning through committed, expert and caring staff. Students have the choice to study a myriad of different subject options and different structured pathways to create a personalised learning journey throughout their final educational years at Pedare.

Students at Pedare explore a rigorous academic curriculum with a focus on knowledge, understanding, skills and capabilities that focus on developing the whole person, in preparation for life after school.

Within our classroom settings that challenge students and perpetuate high academic expectations, we understand the importance of a nurturing and supportive environment. Therefore, positive relationships are the cornerstone of learning at Pedare providing a culture of learning that is responsive and individualised.

Lauren Brooks



Lauren Brooks

Deputy Principal -
Teaching & Learning



**We have high
academic
expectations
of all students
at Pedare.**





Randall Pearce

Head of Junior School

Junior School Curriculum

The Junior School offers an engaging, dynamic and student centred curriculum.

As an International Baccalaureate School, our philosophy and approach are based upon the teaching and learning principles of guided inquiry. Guided inquiry enables our students to integrate information across traditional subject areas and apply the accumulation of their knowledge in a cohesive and effective way.

Learning in the Junior School is structured in stages that align with the Achievement Standards of the Australian Curriculum.

In the Junior Primary (Reception, Year 1 & Year 2) a solid foundation is laid with skills and proficiency in literacy and numeracy as a significant focus. While in our Middle Primary (Years 3, 4 & 5), our program further builds on this, growing students' capacity for independent and inquiry learning.

Through Units of Inquiry, students are provided with opportunities to be creative and curious, to think critically, to expand their capabilities, develop confidence, and become deeply engaged with their local and global communities.

"At Pedare, we welcome all students with a wide range of abilities and as part of ensuring all students reach their full potential, we provide both extension and learning support programmes." Randall Pearce, Head of Junior School

We know each child. Through our relationships and regular assessment, we create relevant and engaging learning opportunities enabling students to learn at their optimum rate maximising student growth and self-fulfilment.



Literacy and Numeracy

Children need to be literate and numerate to actively and successfully participate in the world.

Setting literacy and numeracy as the foundation for learning ensures Pedare students have the tools at their disposal to conduct inquiry, be problem-solvers and successfully navigate their future pathways.

At Pedare, we utilise evidence-based programs to ensure literacy and numeracy skills are a priority for all children within our curriculum, including Heggerty Phonemic Awareness, Jolly Phonics, Jolly Grammar and iMaths to help our students achieve their best.

In order to equip students to develop literacy and numeracy skills, children need to be guided systematically and carefully through the process. Our teaching of these essential skills is based on the Gradual Release of Responsibility framework. Using this model teachers at Pedare provide students with strategically planned opportunities to practise skills as they progress towards mastery, ensuring appropriate levels of support and scaffolding are provided at every stage.

Our Approaches to Literacy and Numeracy

Literacy: Literacy is fundamental to a student's ability to learn at school and to engage productively in society.

Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts (ACARA, 2016).

Literacy transcends all subject areas. Students engaging successfully in our literacy programme will underpin their ability to communicate ideas in all subject areas across their education and beyond.



Heggerty Phonemic Awareness (Reception to Year 2)

Heggerty Phonemic Awareness is a research-based curriculum of daily phonemic and phonological awareness lessons. Phonemic awareness is the ability to understand that spoken words are made up of individual sounds called phonemes, and involves skills such as listening and saying the first or final sound in a word, changing one sound in a word, and blending individual sounds to make a word. Phonological awareness refers to the bigger “chunks” or “parts” of language, and involves skills such as rhyming and breaking words into syllables.

By ensuring there is a strong focus on these oral language skills in their first years of schooling, our youngest Pedare students are provided with the best possible foundation on which to build all skills involved in reading, writing and spelling.

Jolly Phonics (Reception)

Jolly Phonics is a comprehensive, multi-sensory, synthetic phonics programme. While Heggerty involves oral and auditory skills, Jolly Phonics involves both reading and writing skills, as it supports students to develop their understanding of both the symbols and sounds that create our alphabet, and the words these letters build. When reading a word, students learn to recognise the letters and blend together the respective sounds; when writing a word they learn identify the sounds and write down the corresponding letters.

Phonemic awareness, phonological awareness, and phonics are all essential components of any quality Literacy programme. At Pedare we are passionate about providing a strong Literacy foundation for all students through the use of both Heggerty and Jolly Phonics.

Jolly Grammar (Year 1-5)

Jolly Grammar flows on from the initial year of Jolly Phonics, and has a combined focus on grammar and spelling. Each year of teaching provides continuous revision and consolidation of skills and concepts taught in previous years.

Jolly Grammar teaches a wide range of language concepts including tense, spelling rules, plurals, prefixes and suffixes, punctuation rules, and the function of the different parts of speech in a sentence. These skills support students to progress in their reading and bring diversity and sophistication to their writing.

By teaching key essential spelling and grammar rules, this structured program helps children understand how the English language works, and supports the development of all aspects of Literacy.

Numeracy

Numeracy is fundamental to a student's ability to learn at school and to engage productively in society.

Students become numerate as they develop the knowledge and skills to use mathematics confidently across learning areas at school and in their lives more broadly.

Students are taught in a way that integrates all four of the Australian Curriculum proficiency strands and provides them opportunities to develop a deeper understanding of mathematical concepts, along with the skills to apply their knowledge in real-life situations.

- **Understanding**

This strand helps students comprehend mathematical concepts and ideas, laying the foundation for more advanced mathematical learning.

- **Fluency**

To focus on developing students' ability to perform mathematical operations accurately and efficiently, which is an important skill for future success in mathematics and other subjects.

- **Problem-solving**

This strand helps students develop the skills to identify and solve mathematical problems, which is an essential life skill that will serve them well in many aspects of their lives.

- **Reasoning**

To emphasise the importance of explaining and justifying mathematical ideas, arguments, and solutions, which helps students develop critical thinking skills and a better understanding of the logical foundations of mathematics.

By incorporating all four proficiency strands students are:

- Provided with hands-on, problem-based learning activities that challenge them to apply their mathematical knowledge to real-world situations.
- Fostered with a positive and supportive learning environment where they feel comfortable asking questions, making mistakes, and collaborating with their peers.
- Encouraged them to reflect on their mathematical thinking, by explaining their solutions, and critiquing the reasoning of others to develop reasoning skills.





Primary Years Programme (PYP)

The curriculum is organised according to the framework provided by the International Baccalaureate Primary Years Program (PYP) and covers all of the Junior School year levels from Reception to Year 5.

The PYP framework facilitates the delivery of a broad and balanced curriculum that is relevant, significant, challenging and engaging.

Learning and teaching in the PYP fosters the diverse capacities - physical, social, intellectual, aesthetic, cultural - of students through a transdisciplinary approach. By utilising a transdisciplinary approach, learning has relevance across and between learning areas and subjects as students connect what they are learning to real life global contexts.

The flexibility of the PYP framework means we are able to accommodate all the mandated content, skills and cross-curriculum priorities of the Australian Curriculum.

The PYP framework consists of the following six transdisciplinary themes:



Who We Are

An inquiry into the nature of the self: beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.



How the World Works

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.



Where We Are in Place and Time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnections of individuals and civilisations, from local and global perspectives.



How We Organise Ourselves

An inquiry into the interconnections of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.



How We Express Ourselves

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.



Sharing the Planet

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.





Josh Willis

Interim Head of Middle
and Senior School

Middle School Curriculum

The Middle School years represent a critical time in the lives of students and families. In recognition of, and to accommodate the importance of this time, our specially designed Core structure nurtures and supports students through the social and emotional challenges that come with adolescence.

Pedare students emerge from the Middle School with the skills and confidence required to tackle the challenges of Senior School and beyond.

“The Pedare Middle School provides a responsive environment to all students. Students develop skills to be internationally minded, technologically adept and ready to become future leaders within their local and global community.” **Josh Willis, Interim Head of Middle and Senior School**

Pedare’s Middle School Curriculum offers all students the opportunity to engage in learning in a balanced and challenging manner. The structured support helps to guide students as they develop their sense of purpose and self-worth in the world.

The Middle School approach focuses on students having an impact, contributing positively to their local and global communities through opportunities that we facilitate.

Pedare fosters a culture of self-directed, student-centred and student-led learning, growing students to be high-capacity leaders and creative thinkers.

Middle School staff are committed to best practices and continually look for ways to engage the students in a curriculum that offers learning experiences which are real and relevant to all and where the holistic development of the student is central to what occurs in and outside the classroom each day.

Curriculum Organisation

The Core Curriculum is organised according to The Australian Curriculum (ACARA) and the learning framework is provided by the International Baccalaureate Middle Years Program (IB MYP).

The Middle Years Programme, for students aged 11-16, encourages students to think critically, creatively and independently, whilst also having opportunities to develop collaboration and leadership skills. We believe that our students can have an impact now, not just into the future. We seek to break down classroom walls to give our students the opportunity for real world experiences, problem solve current global issues, provide genuine service and a positive impact within our local and global community and feel inspired to love learning.

Our Middle School Core structure is designed to offer the nurture and care from a Junior School and gently support our learners to be able to cope with greater independence and opportunities as they move towards Senior School.

Our Year 6 and 7 students spend a significant portion of their day with one Core teacher, with a strong focus on growing relationships and care.

As our students move into Year 8, they move into our Dual-Core model (with several key Core teachers) and are exposed to various specialist teachers and more choice in their elective subjects.

Finally, students move into Year 9 where the learning experience expands through the inclusion of specialist teachers and subject choices, designed to prepare students for their Senior School years ahead.





Middle Years Programme (MYP)

Students in Year 6 - 9 study:



Mathematics



Language and Literature (English)



Sciences



Digital and Design Technology (Robotics, Computer Programming, Food Technology, Product Design, Artificial Intelligence, Sustainability)



Individuals and Societies (Humanities)



Christian Life



Language Acquisition (German and Chinese)



Physical and Health Education



The Arts (Music, Drama and Visual Arts)



SPARK (Innovation and Agency)

Approaches To Learning Skills

A unifying thread throughout all MYP subject groups is the 'Approaches To Learning Skills', which provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts.

Developing and applying these social, thinking, research, communication and self-management skills helps students learn how to learn.





Senior School Curriculum

In the Senior School, our aim is to develop independent students who are responsible and accountable for their own behaviour and learning; with skills to equip them to meet future challenges, and a desire for knowledge and understanding that will remain with them long after they have left Pedare.

“Our learning pathways provide students with a variety of different opportunities within the curriculum that can be tailored to their particular career aspirations. We aim to provide a safe, friendly and positive atmosphere that encourages and supports our students, whilst also recognising their developmental needs as they approach young adulthood.” **Josh Willis, Interim Head of Middle and Senior School**

Senior School students are encouraged to develop their self-awareness as well as engaging in positive relationships with others. Our expectation is that graduates of Pedare will be well-prepared and willing to contribute to and make a difference in the wider community.



Josh Willis

Interim Head of Middle
and Senior School



Curriculum Organisation

In Year 10, the courses of study are based on the requirements of the Australian Curriculum and the South Australian Certificate of Education.

In Years 11 and 12, the courses meet the requirements of the South Australian Certificate of Education (SACE).

All three levels of Senior School offer a curriculum that is challenging and diverse and provides students with flexibility:

- To pursue a variety of learning opportunities both within and outside of the College.
- To develop knowledge and skills relative to their future career goals and aspirations.





Personalised Learning

As well as completing the requirements of the IB PYP, IB MYP, Australian Curriculum and the SACE, Senior School students have the opportunity to study subjects tailored to their individual learning needs and future pathways.

These include a range of unique subjects individualised to particular student interests, Vocational and Educational Training (VET) courses, Cross Campus study, whereby students can elect to study a subject not offered at Pedare and external courses which provide our senior students with authentic skills to enhance their employability in part-time work.

Notes

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