THE SHAPE OF OUR TEACHING AND LEARNING

Student-Centred
High Expectations
Aligned Practices
Purposeful Learning
Effective Relationships
### Student-centred

We believe student-centred learning occurs when students are placed at the centre of both classroom planning and instruction. Effective teaching takes place through informed decisions based on knowledge of students.

**This means we:**
- know our students and how they learn
- use a variety of agreed data to personalize learning pathways e.g. VMG programming
- use frequent monitoring, feedback and diagnostic assessments to inform differentiation and set student targets
- focus on developing 21st century learners who are creative, knowledgeable, employable, thinking, collaborative, innovative, curious and resilient.

### High Expectations

We believe that every student can learn, and that every teacher must have the capacity to teach all students.

**This means we:**
- set comprehensive and challenging learning goals for each student
- encourage the use of higher order thinking and authentic contexts in learning
- set high expectations of teachers for continuous improvement in teaching and learning through performance and development goals, coaching, mentoring and class observation

### Aligned Practices

We believe that successful teaching and learning depends on clear alignment of student needs, curriculum intent, pedagogy, assessment and reporting.

**This means we:**
- draw upon educational research to inform our practice
- align pedagogy with curriculum intent and demands of the domain/subject area as described in curriculum frameworks of AusVELS, VCE and VCAL
- align assessment with teaching to include assessment for learning, as learning and of learning
- align lesson design and delivery across all domains by the use of a consistent instructional model

### Purposeful Learning

We believe that the role of the teacher is to combine curriculum knowledge and understanding of the learner with effective teaching strategies to enable purposeful learning.

**This means we:**
- use a comprehensive range of contemporary and varied teaching strategies that support curriculum intent, engage students and utilize technologies
- use student data to inform and provide differentiated and scaffolded teaching and learning
- use agreed feedback practices for staff, students and parents
- emphasise the skills of 21st century learning including higher order thinking and collaborative skills

### Effective Relationships

We believe that positive relationships are the foundation of our work where intellectual, social and emotional needs are fostered and supported through trust, care, respect and valuing individual differences.

**This means we:**
- actively create a safe, supportive, connected and inclusive learning environment
- promote positive behaviours for learning through the values of respect, responsibility and resilience
- employ a consistent whole school approach to classroom and behavior management
- value parent and student feedback and use their feedback including the School Opinion Survey to inform future
• encourage moderation practices to develop shared understandings of assessment data
• engage in collaborative planning and classroom observation

• encourage authentic learning for real world contexts

Strategies include:
• Use class data profiles, standards and targets.
• Set individual evidence based student targets according to individual learning needs and pathways.
• Adopt immediate, affirmative and corrective feedback practices throughout the teaching and learning cycle.
• Differentiate by content/process/product/affect/environment
• Use school support referral processes to identify student needs.
• Use data to compile effective Individual Learning Plans (ILPs) and student support profiles – High potential learners, additional needs, indigenous and EAL students and to inform differentiation strategies.
• Frequently track, monitor, moderate and report about student learning.
• Use the PB4L program to facilitate a focused and effective approach to learning.
• Provide targeted resource allocation and equitable access to support.
• Pastoral care Home Group program

Strategies include:
• teachers know where students are at, where they need to go next and how to get there.
• pre and post testing
• prior knowledge
• setting targets and learning goals
• continuous feedback
• demonstration of success through exemplars and criteria
• critical and creative thinking skills and reflective learning.
• Student Performance Average for monitoring, reflection and goal setting
• promotion of student leadership and voice
• encouragement of growth mindset
• development of a consistent homework policy and approach to study skills
• celebration of success

In Class:
• clarifying, sharing, and understanding learning intentions and criteria for success
• engineering effective classroom discussions, activities, and learning tasks that elicit evidence of learning – developing effective classroom instructional strategies that allow for the measurement of success
• providing feedback that moves learning forward
• activating learners as instructional resources for one another
• activating learners as owners of their own learning - self monitoring, reflection and evaluation

Strategies include:
• Accelerated Learning Cycle

Strategies include:
• Pol.T
• PB4L - 3Rs
• Glasser’s 7 Steps
• Seek Out Solution
• positive postcards and trackers
• Home Group and House structure
• peer mediation
• wellbeing policies and programs
• Student Performance Average
• Wanganui On Show

Strategies include:
• intentional planning through selection of appropriate instructional strategies for each phase of cycle including those from Marzano, Hattie, Lemov, explicit teaching, e5
• Learning Intentions KUDos, WALT
• Success Criteria WILF, exemplars, work samples
• Starter and plenary activities
• Feedback
• Assessment for Learning teacher peer and self assessment entry/exit slips traffic lights DIRT
• Questioning No Opt Out/ Pose- Pause-Pounce-Bounce
• Higher Order Thinking Skills Bloom’s Taxonomy CoRT De Bono
• responsible use of digital technologies for creation and communication
Our Instructional Model: The Four Part Accelerated Learning Cycle

1. **CONNECT**
   - Link to prior knowledge
   - Provide the big picture
   - Share the learning objectives
   - Trigger the brain

2. **ACTIVATE**
   - Provide students with new information
   - Visual, audio, kinaesthetic activities
   - Classroom instructional strategies

3. **DEMONSTRATE**
   - Show understanding in a number of ways
   - Multiple activities
   - Teacher-student feedback
   - Assess understanding

4. **CONSOLIDATE/REVIEW**
   - Memory techniques
   - Revisit learning outcomes
   - Reflecting on how it has been learned
   - Feedback
   - Link to next lesson
References:

AITSL  National Professional Standards for Teachers
DEECD  E5 resources
John Hattie  Visible Learning and the Science of How We Learn
            Visible Learning for Teachers
Doug Lemov  Teach Like a Champion
Robert Marzano  Instruction that Works
            The Art and Science of Teaching
Alistair Smith  Accelerated Learning: a user’s guide
            Creating an Accelerated Learning School
Dylan Wiliam  Embedded Formative Assessment