



**VISION FOR LEARNING:** To build resilient life-long learners who approach the future with a sense of confidence and purpose, based on open and respectful relationships.

**PRACTICE PRINCIPLES:** Adopting and embedding a whole-school framework for Teaching and Learning, will enhance the likelihood of student success and broaden their pathway outcomes for the future.

### ***Student-Centred***

To respond to and support the specific learning needs, strengths, and aspirations of each student:

- Pathway planning (including alternative options), based on individual student's physical, social and intellectual development
- Acknowledge and accommodate individual learning needs, including social, emotional, and cultural differences
- Facilitate the development of students' personal and social capabilities, including the capacity for self-management, to be active participants in their learning

### ***A Supportive and Safe Learning Environment***

To support student well-being, safety, engagement and participation, a supportive and safe learning environment is created by embedding:

- Inclusive and positive interactions to engage and support all students
- Clear and high expectations of behaviour, established and negotiated with students
- Effective classroom management (reflecting whole-school behaviour management procedures) to create orderly and workable routines
- Safe, responsible, and ethical use of ICT

### ***Quality Engagement***

To develop a culture of high expectation and to create an environment where students are responsible for and purposefully engaged in their learning, teachers:

- Create differentiated and well-structured lessons, that are interesting, promote learning, problem solving, and critical/creative thinking
- Draw from a range of explicit, targeted and scaffolded instructional strategies to support students' literacy and numeracy
- Set explicit, challenging and achievable goals, clearly outlining success criteria
- Make connections to real world and link to prior knowledge
- Integrate ICT to make selected content engaging, relevant and meaningful, for all learning styles

### ***Reflection and Feedback***

To make informed judgements of each student's current needs in order to progress learning, teachers:

- Use a range of educative and valid formative and summative assessment strategies to diagnose learning needs and assess learning, including peer and self-assessment
- Provide targeted and timely feedback
- Report clearly, accurately, and respectfully to students and parents/carers about student performance
- Engage with colleagues and work collaboratively in a process of ongoing reflection, review, and analysis
- Utilise student feedback in the reflection process



**Professional Practice**

To provide high quality, evidence-based learning opportunities, teachers:

- Build and maintain rapport with students and colleagues
- Maintain current and proficient content knowledge
- Model ethical behaviour and practice
- Engage in professional learning, to improve practice
- Are informed by current and valid data and research
- Develop positive relationships with stakeholders (e.g. parents, guardians, community groups)

**Instructional Model**

RESPECT		CARE		FLEXIBILITY		EMPOWERMENT			
OUR PATHS CREATE FUTURES: Every student, every classroom, every day.									
L		E		A		R		N	
Ready to Learn		Engagement & Hook		Active Learning		Reflection & Feedback		Next Step	
IEC, FFT and Mainstream: Personalised Plans and IEPs, implemented where appropriate.									
<ul style="list-style-type: none"> <li>• Teacher prepared, ready to go</li> <li>• Agreed routines and expectations</li> <li>• Learning intentions written on board</li> <li>• Meet and greet</li> <li>• Check-in with each student (know if student is ready)</li> <li>• Students prepared</li> <li>• Provide feedback on progress</li> <li>• Transition to learning</li> <li>• Adjust learning intentions as required</li> </ul>	<ul style="list-style-type: none"> <li>• Anecdote, video, Kahoot quiz etc, or a 'Do it now' activity</li> <li>• Why? Connect to relevant prior learning and interest</li> <li>• Review assessment rubric</li> <li>• Match to current level of understanding and attainment</li> </ul>	<ul style="list-style-type: none"> <li>• Explicit teaching, inquiry- based: I do, we do, (you do together), you do alone – scaffold and assist</li> <li>• Differentiation</li> <li>• Range of instructional strategies</li> <li>• Individual and collaborative</li> <li>• Flexible and creative approach</li> <li>• Interesting, authentic learning experiences</li> <li>• Apply new learning</li> <li>• Cultivate higher-order thinking and problem-solving skills</li> <li>• Check for misconceptions</li> <li>• Consider excursion/incursion</li> <li>• Review learning intentions</li> </ul>	<ul style="list-style-type: none"> <li>• Review learning intentions</li> <li>• Content overview</li> <li>• Check for understanding</li> <li>• Differentiated assessment where required</li> <li>• Oral or written reviews (e.g: exit cards, quick quiz)</li> </ul>	<ul style="list-style-type: none"> <li>• Review learning intentions</li> <li>• Plan ahead</li> <li>• Anticipate students' needs</li> <li>• Goal setting (review goals)</li> <li>• Preview of coming lessons</li> <li>• Prepare: <i>Teacher= lessons &amp; program</i> <i>Student = homework/study</i></li> </ul>					
Embed General Capabilities + Opportunities to question teacher, others & self									