

CHILD

Our students learn best when we all know them and respond to their individual needs and interests.

Curriculum Intent

- Teachers will:
- Plan teaching that aligns with the Mandated Curriculum ([DoTaL](#))
 - Implement the [Australian Curriculum](#) (DDSW Charter No.3)
 - Implement QCaR Framework for other KLAs -
 - Use [C2C](#) and adaptor/tools to align their planning. (HSS Planning Strategy) ([Year level overviews](#))
 - Start from where the students are at (use data to inform your teaching) ([Class Dashboard](#)) Folios
 - Help students to effectively interact with new knowledge ([MarzanoDomain1-Q2](#))([A&H-E1,2,3,4,5,6,15](#))
 - Help students practise and deepen their understanding of new knowledge ([MarzanoDomain1-Q3](#)), ([A&H-P6](#))
 - Establish clear lesson intent ([WALT, WILF and TIB](#)) in each lesson. (A&H-E5)
 - Plan and prepare for the use of [technology](#) ([Marzano Domain 2](#))
 - Embed digital technologies and Higher order thinking– ([HSS HOT Strategy](#)) ([Symphony of T&L](#))
 - Plan and prepare for differentiation (Marzano Domain 2) (A&H-P4) Maker Model of Differentiation

Key Documents

- [Differentiation Placemat & template](#)
- [Symphony Placemat](#)
- Australian Curriculum
- [\(Class Dashboard\)](#)
- ILP's
- Whole School Intervention Strategy
- [Policy Statement: Catering Students for students with Diverse Learning Needs](#)
- [DDSW Charter of Expectations 2014](#)

Assessment

Teachers will use data to improve student performance (DDSW Charter No.9):

- Plan and use assessment **FOR** learning (DoTaL) ([Class Dashboard](#)) ([Student Dashboard](#))
 - Know where each student is at eg data, pre-assessments
 - Use observations & information to make decisions about teaching and learning. (A&H-E11,16)
 - Monitor student performance closely (Archer 12)
- Plan and use assessment **AS** learning ([DoTaL](#))
 - Share learning intentions and achievement goals with students (A&H-5)
 - Support students to reflect on their progress ([HSS Feedback Strategy](#))
 - Negotiate learning goals with students (MarzanoDomain1)
- Plan and use assessment **OF** learning (DoTaL)
 - Collect evidence of student achievement against the standards
 - Use pre-assessments and post-assessments
 - Use data to plan the next steps in teaching and learning

Key Documents

- [P-12 Curriculum, Assessment & Reporting Framework](#), [QCARAssessment Policy](#)
- HSS Assessment Guidelines & Schedule, Moderation & Reporting Guidelines
- DDSW Regional Assessment Tools & Benchmarks
- Standards Elaborations, GTMJ, Monitoring Maps

Sequencing Teaching & Learning

Teachers will:

- Use Explicit Instruction practices in all classrooms (DDSW Charter No.1)
 - Explicit Teaching Lesson Structure (DDSW Region & HSS Resources)
 - Direct Teaching → Explicit Teaching (Fleming)
 - Use a variety of teaching strategies [Interactive - Indirect](#) – [Experiential](#) – [Direct](#)
- Implement 16 elements of explicit instruction ([Archer & Hughes](#))
- Incorporate Higher Order thinking ([HSS HOT Strategy](#)) ([Symphony of T&L](#))
- Differentiate learning and hold high expectations for all students

Supportive Classroom Environment

Teachers will:

- Build Student/Teacher/Family/Peer relationships and maintain these Effectively ([Mazano Domain 1](#)) ([PACE Framework](#))
- Implement 'Essential Skills for Classroom Management'
- Establish classroom routines ([Mazano Domain 1](#))
- Establish quality classroom environment in every room (DDSW Charter pg5)
- Organise the physical layout of the classroom (Mazano Domain 1) (Fleming)(A&H-Chapter5)

Key Documents

- HSS Thinking Skills resources
- [Differentiation Placemat & template](#)
- [Essential Skills for Classroom Management](#)
- Productive Pedagogies – [Strategy Kit Reflection Tool](#)

Making Judgements

Teachers will:

- Be transparent about the expected quality of student performance (DoTAL)
- Expect quality bookwork in every classroom (DDSW Charter)
- Expect high levels of student presentation (Fleming)
- Correction of all work (Fleming)
- Reflect on effectiveness of teaching and learning (DoTaL)
- Moderate internally and externally

Key Documents

- Bookwork Policy
- Responsible Behaviour Plan
- Learning and Wellbeing Framework
- HSS Moderation Guidelines
- HSS Assessment Schedule and Guidelines
- HSS Reporting Guidelines
- Standards Elaborations – English, Maths, Science, History (QSA)

Feedback

For students, teachers will:

- Give quality Feedback
- Help students set and achieve goals
- Frequently provide immediate, affirmative & corrective feedback (A&H-E13). ([HSS Feedback Strategy](#))
- Display, discuss and make connections with 'A' exemplars, GTMJ's, monitoring sheets.
- Negotiate goals with students Marzano Dom1

For teachers, leaders will:

- Implement a coaching & feedback model (DDSW Cof E)
- Coach teachers and give relevant feedback
- Provide multiple sources of feedback (Fleming)
 - Self-Observation (Marzano Domain 3)
 - Coaching Conversations (Marzano Domain 3)
 - Classroom Observations
 - Feedback conversations 3Ps & a P
 - Classroom Profiling

Key Documents

Regional Pedagogical Reflection Resource
The Australian Professional Standards for Teachers

HIGHFIELDS STATE SCHOOL



Flying high with learning

CONNECTEDNESS

Our students learn best when we all care for each other.

CRAFT

Our students learn best when we all provide effective, purposeful and well-planned instructional programs.

COMMUNITY

Our students learn best when we all work together.