

The Four Pillars

<i>Teacher directed learning</i>	<i>Effective relationships between teachers and students</i>
<ul style="list-style-type: none"> • Our key priority is to ensure students become literate, numerate and valued • Teachers are committed to the consistent delivery of the Whole School Curriculum Plan which is developed from ACARA and Queensland Curriculum, Assessment and Reporting (QCAR) Framework and the Habits of Mind. • Curriculum planning is across 3 tiers, whole school (strategic overview), year level (sequenced and aligned) and classroom level (detailed and differentiated). • Teachers direct and are accountable for student learning • Learning activities are connected to real world experiences and the use of ICTs is evident • Links are made within and across disciplines to make learning more meaningful • Students are engaged in problem solving tasks and investigations to deepen knowledge and apply their learning. Interactive teaching also supports students in working collaboratively and productively in active, hands-on and participatory learning e.g. whole-class discussion, cooperative learning, peer partner learning. • Teachers have rigorous, high expectations for all students, communicate these to the students and set challenging learning goals • Higher-order thinking and reflection are encouraged and supported • Differentiation of content, learning processes, assessment products or the learning environment is used to tailor instruction for students at both ends of the spectrum • Assessment for and of learning is planned strategically. It is regular and ongoing. • Assessment tasks have credibility and intellectual quality, are appropriate, meaningful and accessible for all students and are presented in an appropriate format • Feedback is regular, timely and informative and aimed at improving student performance • Feedback is focussed on the quality of student performance and not on the student and gives specific information about what to do next • Teachers use self-reflection (feedback) to guide and improve their teaching practice. • There are agreed minimum standards set for each year level (Achievement Standards and targets) and these are monitored through a planned diagnostic assessment schedule • Benchmarks are set and revised as student achievement standards improve • Teachers are accountable for their students' achievements around these benchmarks. • There is a regular review of data and this deep analysis informs planning and differentiated program delivery • Reporting standards are clearly articulated and there's consistency in reporting according to the standards • Moderation is undertaken and assists teachers to make consistent judgements for reporting 	<ul style="list-style-type: none"> • Students believe that their teacher cares for and supports them and they are given work at their level • It is important that students have friends at school • Build respectful, effective relationships with <i>all</i> students • Maintain a supportive learning environment • Organise the classroom for effective teaching and learning • Behavioural expectations are clear to all and there is consistency of implementation. Consequences are applied uniformly. • Classroom rules and procedures are set and periodically reviewed. • Students' respect for their teachers, their parents and each other is actively encouraged & modelled. • Student leadership skills are actively taught and encouraged • Successes are celebrated • Students confidently seek feedback <p>Givens: Students</p> <ul style="list-style-type: none"> • High levels of presentation for all work • Repeating of work not up to standards • Active participation and Whole Body Listening practised in learning situations • Work towards continuous academic improvement that is measurable <p>Givens: Teachers</p> <ul style="list-style-type: none"> • Expectations of high student engagement through the use of effective teaching strategies and student self-regulation • Correction of all work • Routines to be constantly emphasised and reinforced • Demonstrate intensity and enthusiasm for teaching and all curriculum content • Attendance at ongoing Professional Development Activities • Collaborate with colleagues when planning to identify priority content and align this with assessment procedures/tasks and GtMJ to ensure consistency of curriculum delivery across year levels <p>Givens: Administration</p> <ul style="list-style-type: none"> • Provide open and honest feedback about performance • Support coaching and mentoring opportunities and induction programs • Provide opportunities for year level teams to work collaboratively on curriculum development • Provide assistance and guidance in the planning and delivery of the Whole School Curriculum Plan.
<i>Moving student learning from short-term to long-term memory</i>	<i>Explicit instruction</i>
<ul style="list-style-type: none"> • The focus is on students retaining their knowledge • Regular revised instruction (Warm ups) revisits previous learning. This is preferred rather than introducing chunks of knowledge that are taught once and then retaught throughout the year. There is a systematic revision and students have the opportunity to correct their thinking. • Teachers and students recognise the need for revision and reinforcement • Programs allow for deep understanding and deep knowledge to develop • Effective questioning is directed to the whole class and also to individual students to foster deep understanding. 	<ul style="list-style-type: none"> • Teachers are aware of key learnings for students at their particular stage of development and recognise how these fit in the whole learning continua • Programs have clear learning goals and assessment expectations that are shared with the students (WALT, WILF) • Teachers use clear, explicit instruction for all students • The Explicit Instruction Cycle follows the Warm Up, I Do, We Do, You Do and Plough Back model and students understand their role and the teacher's responsibility in each phase • Differentiated activities are explicitly taught and target individual learning needs • Prior knowledge is valued • Teachers model their thinking by self-verbalising • When planning teachers choose the priority learning for each lesson and identify the critical information to be learnt. It is presented in small segments according to the students' attention span.