



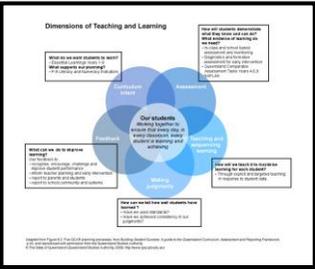
Habits of Mind

The LAW of every classroom
L – Love and Laughter
A – Achievement and a sense of
W – Worth

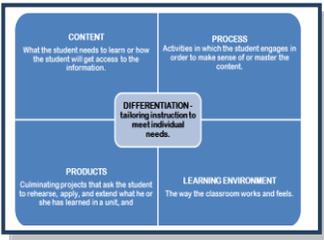


Our school goal is to be a 'moving school'.
The moving school: Moving schools have a strong sense of shared purpose. Teachers continually examine their practice and make sure that it is continuing to meet students' needs. Support is always available for collaborative efforts. People 'know where they are going and have systems and the will and the skill to get there'. p6 Towards a Moving School

At Sunnybank Hills State School our beliefs and actions can be summarised under the Four Pillars



- Assessment tasks have:-
1. **Credibility** – aligned with teaching content, fair and equitable
 2. **Intellectual quality** – students can show depth and breadth of learning
 3. **Authenticity** – appropriate and meaningful for all students
 4. **User friendliness** – accessible and appropriate format.



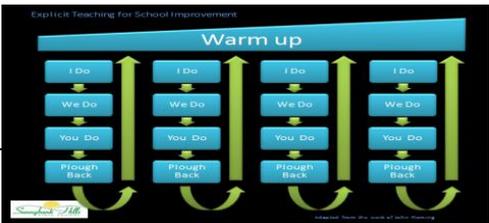
Explicit Teaching

Warm Ups

Check for:-

- **Pace/Speed**
- **Attention** – consistent student engagement
- **Individual and group accountability**
- **Focussed learning** – on task with correct responses
- **Skills based** – moving skills from short-term to long-term memory (endurance)
- **Transference** – reviewing, practicing and using skills

- Differentiation – 20%, 40%, 30%
- Don't extend to more than 15 mins
- include skills level mastery has occurred and then check again in 6 to 8 weeks



The Four Pillars

Teacher directed learning

- 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

Effective relationships between teachers and students

- 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 **all** 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

Givens: Students

- 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

Givens: Teachers

- 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

Givens: Administration

- 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.

Moving student learning from short-term to long-term memory

- 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.

Explicit instruction

- 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.

Every student matters every day.
 Every minute is precious.
 All students can achieve to a high standard.

Priority Content is at the centre of all planning.



Based on McTighe and Wiggins

- Unit planning priorities:-**
- Curriculum Intent
 - Assessment
 - Guides to Making Judgements
 - Teaching Sequence
 - Resources
 - Differentiation
 - Feedback

This document is informed by:

- John Fleming's Towards a Moving School
- Hattie's research
- Productive Pedagogies
- Dimensions of Teaching and Learning