

St Mary's Primary Teaching and Learning Model

Vision for Learning

All students are empowered to learn and achieve because of the high quality teaching practice and the conditions for learning that we provide.

Maximizing Our Impact on Student Learning Mindframes of Effective Teachers

1. The teachers fundamental task is to evaluate the effect of their teaching on student learning and achievement.	2. The success and failure of student learning is about what the teacher does or does not do. The teacher is a change agent.	3. Teachers talk more about learning than teaching.	4. Teachers see assessment as feedback about their impact.	5. Teachers engage in dialogue not monologue.	6. Teachers enjoy the challenge and never stop trying to improve their teaching and impact on students.	7. Teachers believe it is their role to develop positive relationships in class and the staffrooms.	8. Teachers inform all about the language of learning.	9. Teachers recognise that learning is hard work.	10. Teachers collaborate.
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Model of Pedagogy

Focus Teachers ascertain what the learners already know and need to know and teach them accordingly.	Establish Teachers explain what it is that students are going to learn, how they will recognise when they have succeeded and why they should learn it in the first place.	Activate Teachers explicitly teach the knowledge, skills and dispositions, allowing for multiple ways of knowing and interacting with the provision of multiple opportunities for practice	Respond Teachers provide feedback that closes the gap in student's learning, enabling them to move forward from where they are, to where they need to be.	Evaluate Teachers interpret the evidence of their impact on students during the learning relative to the intended learning intention and success criteria
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Effective and Expected Practices

Measure and monitor individual progress in an ongoing manner.	Analyse and use data and identify aspects of the curriculum to directly support student needs.	Engage in frequent moderation of student work.	Use the approved curriculum to plan at the whole school, unit, weekly and lesson level.	Identify and unpack learning intentions and co-construct success criteria.	Identify and plan for the use of specific Gradual Release of Responsibility strategies.	Teach multiple ways of knowing and interacting and to provide multiple opportunities for practice.	Establish positive classroom environments	Explicitly teach and differentiate to move each student's learning towards the success criteria	Regularly check for understanding to gather progress data.	Plan for and implement a range of techniques and tools that provide effective feedback that is relevant, timely and specific.	Use the instructional loop on a daily basis that links Learning Intentions, Success Criteria and Feedback.	Set student goals regularly and monitor progress toward them.	Utilise regular cycles of data analysis
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Essential Skills for Classroom Management

Establishing expectations	Giving clear instructions	Waiting and Scanning	Cueing with Parallel Acknowledgment	Body Language Encouraging	Descriptive Encouraging	Selective Attending	Verbal & Non-Verbal Redirecting to the Learning	Giving a Choice	Following Through
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