



Claymore Public School Learning Culture

Planning for effective teaching

- ❖ Data analysis will drive teaching and learning.
- ❖ Students are grouped fluidly according to assessment data and learning needs in order to differentiate learning.
- ❖ Learning programs are clearly documented prior to lesson implementation and used as a working document to plan for and reflect on teaching and learning strategies.
- ❖ Student assessment is explicitly planned and documented in order to determine student needs, plan teaching and learning programs, and inform data.

Essential Lesson Components

- ❖ Links are made to prior learning, student background knowledge and students' lives beyond school.
- ❖ A purpose for learning is explained so that students can articulate why the learning matters.
- ❖ An explicit learning intention is explained so that students can articulate what they are learning.
- ❖ A descriptive success criteria is articulated so that students know the criteria to measure their success.
- ❖ Explicit teaching occurs including modelled, guided and independent strategies.
- ❖ Students are engaged in learning utilising a variety of 21st Century learning tools and strategies.
- ❖ Teachers explicitly teach self-monitoring strategies, which are linked to the learning intention and success criteria of the lesson.
- ❖ Student to student reflection is used, where applicable, to determine success.
- ❖ Teachers provide descriptive, growth focussed feedback in a timely manner, linked to the learning intention and success criteria of the lesson. As a result, students can articulate where they need to go next to move their learning forward.

Learning Values

- ❖ Lessons are language focussed with metalanguage defined, understood and used by the majority of students. EALD students are specifically supported.
- ❖ Higher order questioning is pre-planned and utilised to promote critical thinking and deeper understanding.
- ❖ Effective learning behaviours are maintained through the consistent use of classroom systems which adhere to Positive Behaviour for Learning principles.
- ❖ Student wellbeing, including cognitive, physical, social, emotional and spiritual wellbeing, is integral to all facets of effective learning.
- ❖ Teachers will build, sustain and grow positive relationships with their students based on mutual respect and trust.
- ❖ A growth mindset is encouraged in order to maximise student engagement, effort and learning success.
- ❖ Learning, practice and assessment activities are differentiated to cater for varied student needs.
- ❖ Parents are partners in their child's education as a result of effective collaboration with teachers, feedback and reporting.
- ❖ Teachers are lifelong learners, and embrace feedback from peers to continually improve their practice.
- ❖ All students will have an individual learning goal that is recorded and monitored by their teacher.