TEACHING FOR EFFECTIVE LEARNING

The South Australian Teaching for Effective Learning (TfEL) framework describes the DECD position on pedagogy for all schools. Our commonly agreed school values, in line with the Greater Gawler Partnership and underpinned by TfEL drive improved learning outcomes for students in our care.

Therefore it is the responsibility of all staff to:

- Learn for effective teaching
- Creating safe conditions for rigorous learning
- Develop expert learners
- Personalise and connect learning

As well, developing a whole school approach to pedagogy provides a focus for building individual and school-wide improvement.

VISION:

Improve the educational attainment and wellbeing of students within our care.

BELIEFS about LEARNING:

- Learning is enhanced when the curriculum is differentiated, providing multiple entry points and a variety of learning options to meet the individual needs of students.
- Students are more engaged in their learning when their curriculum is innovative, challenging, rigorous, and relevant to their life experiences, connected to their world beyond school.
- Learning is enhanced when students are provided with a variety of processes that actively engage them in deep creative thinking, skill development and problem solving.
- Learning is strengthened when positive relationships are formed between students, staff, families and the community.

LITERACY AND NUMERACY

Whole of school approaches enable consistent pedagogical practices that lead to improved learning outcomes in Literacy and Numeracy.

Through all staff working interdependently to:

- Develop teacher expertise in implementing the Australian Curriculum and Early Years Framework.
- Develop, implement and regularly review whole of school literacy and numeracy agreements.
- Integrate literacy and numeracy across the curriculum.
- Increase teacher confidence and capacity in using differentiated approaches for individualised student learning.
- Implement effective intervention R-7.

WELLBEING

Teaching for Effective Learning (TfEL) as well as a focus on Positive Education will improve wellbeing outcomes for students in our care. Positive Education supports students to become powerful learners, cultivating habits and attitudes that enable students to be more confident about their own learning ability. Therefore it is the responsibility of all staff to:

- Build positive relationships with students.
- Implement Character Strengths, Mindsets and Mindfulness as part of daily practices.
- Deliver the Child Protection Curriculum, Play is the Way & Kimochis.
- Monitor student attendance.

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<tr>
<th>Priority Outcomes</th>
<th>Strategies/Action</th>
<th>Targets</th>
<th>Evaluation Measures</th>
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<tbody>
<tr>
<td><strong>DATA:</strong></td>
<td></td>
<td></td>
<td>NAPLAN, PATm &amp; PATrc Writing Assessment, Wellbeing Tool SEA</td>
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<tr>
<td>Track and monitor every learner’s growth.</td>
<td>Perception data – Positive Education R-7</td>
<td>Consistent data collection practices.</td>
<td>90% of students’ achieving SEA.</td>
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<td>Embed systems at class, cohort and site level.</td>
<td>Build capacity of teachers to interrogate data sets (NAPLAN, PAT M/R, A-E data, Running Records, Writing).</td>
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<td>Processes for regular discussion with and between teachers on individual learner growth.</td>
<td>Term 1 &amp; Term 4 whole of staff analysis of data sets.</td>
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<td>Demonstrating how the analysis of the tracking and monitoring informs action at class, cohort and site level.</td>
<td>Performance Development meetings include data discussion termly with leadership.</td>
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<td>Learning Teams meet regularly to plan and program using data analysis.</td>
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<td><strong>NUMERACY &amp; LITERACY IMPROVEMENT CYCLE:</strong></td>
<td></td>
<td>90% of students achieving SEA.</td>
<td>Whole School agreed practices are reflected in documented programs and lesson delivery, and observed in the classroom. NAPLAN PATm &amp; PATrc Writing Assessment Wellbeing Tool SEA</td>
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<td>Planning, target setting, resourcing of numeracy and literacy priorities.</td>
<td>Develop Whole school Agreements to identify quality Numeracy &amp; Literacy teaching and improvement R-7.</td>
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<td>Identify and enact outstanding practices from within the site, partnership and other.</td>
<td>Monitor Whole School Agreements through PD.</td>
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<td>TFEL Coordinator to focus on Numeracy coaching with staff.</td>
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<td>Purchase resources to support teaching and learning.</td>
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<td><strong>ENACT CHANGES IN PEDAGOGICAL PRACTICE:</strong></td>
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<td>90% of students achieving SEA.</td>
<td>TFEL survey for students re. Growth Mindset. TFEL survey for teachers re. Mathematical confidence. Student feedback collected three times per term. Performance Development. NAPLAN PATm &amp; PATrc Writing Assessment Wellbeing Tool SEA</td>
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<td>Implement pedagogical practices that engage and intellectually stretch learners, develop resilience and growth mindsets and improve numeracy and literacy achievement.</td>
<td>Positive Education is reflected in practice and policies, in particular Growth Mindsets and Character Strengths are implicit and intentional in the development of site culture.</td>
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<td>Mindfulness will become a daily practice in classrooms.</td>
<td>Four additional staff will attend the Positive Education four day course.</td>
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<td>Implement, consistent high quality PD processes including formal observation and peer observation opportunities.</td>
<td>Mathematical Mindsets will be explored to support changes to pedagogy/Online Course</td>
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<td>Mathematical Mindsets will be explored to support changes to pedagogy/Online Course</td>
<td>Modelled, Independent and Guided strategies will continue to be refined as part of the Literacy Block structure.</td>
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<td><strong>IDENTIFY AND ENACT CLEAR INTERVENTION PROCESSES.</strong></td>
<td>Develop teachers’ capacity to identify processes to enable a differentiated approach to the teaching of Numeracy and Literacy.</td>
<td>Consistent practices R-7.</td>
<td>90% of students’ achieving SEA.</td>
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