

The Girraween WaY...

“Success in the classroom depends less on which beliefs we hold and more on simply having a set of beliefs that guide us in our day-to-day work with children.

Once we know who we are and what we're about in the classroom, we become intentional in our teaching: we do what we do on purpose, with good reason. Intentional teachers are thoughtful, reflective people who are conscious of the decisions they make and the actions they take; they live and teach by the principles and practices they value and believe in.”

- Debbie Miller

At Girraween to work towards establishing consistent practices. With the transient nature of staffing, it is important that we hold on to what we have built as 'The Girraween Way'. New staff will explore these 'Girraween Ways' during induction and alongside their mentor and PLC. These beliefs continue to guide our day to day work with children and improvement.

MISSION:

We provide a quality education for rural children in a safe, community environment, we strive to provide students with quality learning experiences that value their current development level and also provides them with the skills they need for the future. We rise to the challenges of educating global citizens with the skills, knowledge and attitudes required as 21st century learners.

VISION:

Our students will develop the skills and attitudes required to become global citizens. They will demonstrate care for the environment, their peers and have pride in their school. They will be active and engaged in their learning and be part of a community of learners who enjoy engaging in literacy and numeracy. Students will have the opportunity to 'play' within their learning and use technology to learn from and demonstrate their learning.

MOTTO: Rising to the Challenge

VALUES

Personal best
Responsibility
Care
Fairness
Respect



LEARNING POWERS

Committed
Curious
Creative
Collaborative



- * Adopting a collaborative approach for designing and assessing student learning
- * Actively participating in action learning through collaborative inquiry to commit to school improvement
- * Respecting Mutual Dialogue
- * Responding to student data
- * Endorsing strong parent and community partnerships
- * Actioning of strong coaching/mentoring and performance enhancement processes
- * Adopting mindframes for Visible Learning
- * Having autonomy in curriculum design

* **Building a classroom of learners – cultivating curiosity, using environment as 3rd teacher, word conscious,**

* **Implementing and embedding Evidenced Based Pedagogies/practices that we know make impact**

- Inquiry by design
- Problem Solving
- Explicit and intentional teaching
- Cooperative learning approach
- Student Centred – voice and choice
- Workshop/Strategy approach
- Gradual Release of Responsibility model
- Integrated, connected and deep learning
- Differentiated learning – adjustments for diverse learners

*Connecting the Australian curriculum with real life learning experiences to build strong capable learners

*Using quality resources to enrich teaching and learning

*Advocating and endorsing small group and whole school learning interventions

* **Making learning visible** by setting learning goals, having student centred learning intentions (statements and questions), success criteria and displaying learning progressions and analysing student data



- * Restorative Practices
- * Positive Behaviour Interventions
- * Strong partnerships with parents and the wider community
- * Trauma informed practices
- * Case conferencing practices
- * Values based education/lead with general capabilities
- * Embedding Learning Powers
- * Classroom community
- * Mindfulness
- * Engine Room

- * Giving effective Feedback to students reflecting the language of LI and SC
- * Making learning progressions transparent
- * Using Diagnostic, formative and summative assessments (whole school assessments)
- * Confirming processes to maximize consistency of teacher judgment
- * Adjustments to assessment for diverse learners
- * Reporting to parents through interviews, 3 Way Conferences, portfolios and formal reports

Making Learning Visible

- * Display **visible data** that students engage with to show progress and learning across the progressions and key learning areas : E.g Bump it up Writing Wall, Reading Strategies, Maths operations.
- * Make explicit the **learning intentions** of the lessons/ learning experiences and share them with the students. Have a split screen so we are working towards building student learning power as well as skills.
- * Collaboratively construct the **success criteria** to have transparency in what success and learning progression looks like for students...THE BIG 3

Where am I going?
How am I going?
Where to next?

Use this language – students should be able to answer these questions from the teacher, peers and leadership.

Note: The learning intention does NOT need to be shared at the beginning of the lesson and is encouraged to be a **QUESTION** (for more of an inquiry stance) as opposed to a statement.

- * Set **SMART goals** with individual, group and whole class cohorts, making them accessible for students to refer to and support them to achieve.
- * Collate student progress through work samples in a student **portfolio** (see guidelines in reporting overview)
- * Use **anchor charts** to assist students to make connections in class learning and visually see ideas/ progress.
- * Adopt 10 Mindframes for Visible Learning and self-reflect/evaluate progression towards these

Resources to support:

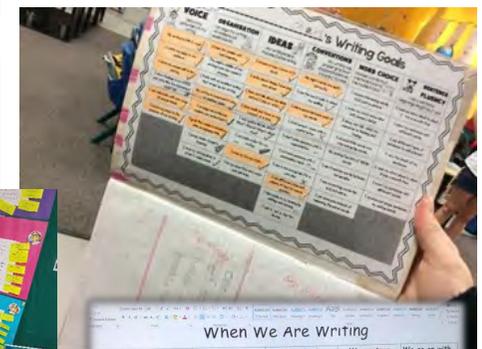
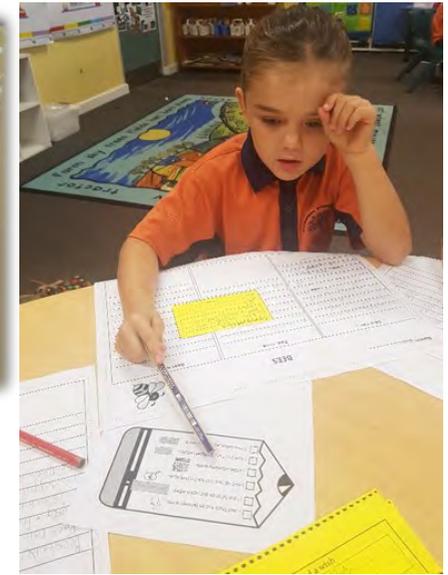
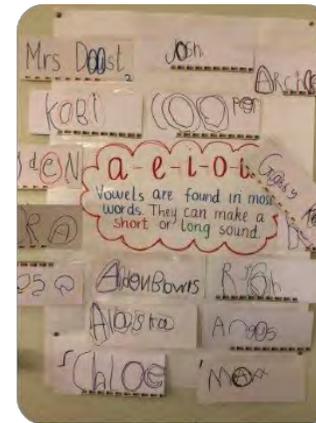
Books by Shirley Clarke – Unlocking Formative Assessment, Formative Assessment in Action: weaving the elements together, Active Learning Through Formative Assessment.

10 Mindframes for Visible Learning – John Hattie and Klaus Zierer

Visible Learning Foundation Workbook - Corwin

Reporting Overview (for portfolios) in Teaching and Learning Handbook

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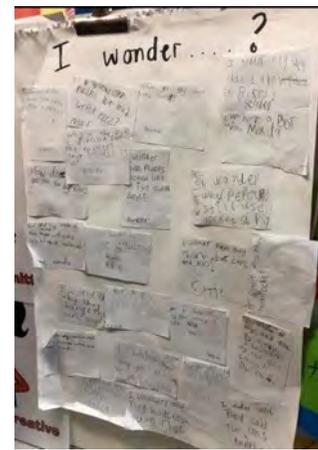
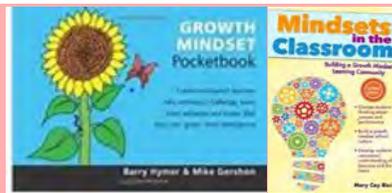


Building a Classroom Community of Learners

- * Build, establish and maintain a **Growth mindset** in your classroom and use this language to develop positive thinking habits and working habits. "I can't do this YET"...
- * Create a safe classroom environment where it is **OK to make mistakes** and take risks in learning – see mistakes as an opportunity to learn and build this culture with students
- * Create a classroom where **students see themselves as teachers**. Provide opportunities for peer mentoring, establishing this as a positive aspect in learning.
- * **Be highly relational**. Our students need to know that we value them and care for them even when they make mistakes.
- * **Praise students** for effort and progress
- * **Implement Ls for attentive listening**
 - legs crossed, lips closed, hands in laps, ears listening, eyes looking, ready to LEARN
- * **Values** – embed in teaching, have visible for reference in the classroom. Make this the basis of behaviour management in your class.
- * **Learning Powers**- embed in teaching– collaborative, committed, creative and curious – through songs, role-play, stories and visualisations.
- * **Use Split screen** where learning powers are aligned to learning intentions
- * Use **Cooperative Learning** principles and structures – talking partners, think/pair/share, Rally Robin, Write Round Table etc
- * **Engage in community building and team building activities** each week (not just at the beginning of term)
- * **Display learning agenda** for the day
- * manage the classroom so **learning is the key focus** for students, not behaviour
- * Use the classroom as the third teacher, ensure they are safe and inviting for learning – have student displays and allow authorship of the classroom environment i.e students make posters instead of PINTREST
- * **Open our doors as soon as the music starts playing** – music is for the kids and establish a routine to enter the classroom in an orderly manner. E.g sit on bench outside, stand in two lines etc.
- * Classroom community is supported by wider community – invite guests in at every learning opportunity from the local and surrounding communities.
- * **Class libraries regularly updated and reading materials well organised**
- * **Student equipment organised and easily accessible**

Resources to support:

Growth Mindset placemat of ideas in Teacher Handbook
 Kagan cooperative Learning – (Jemma has many different books to support this)
 Books by Mary Coy Ricci – Mindsets in the Classroom
 Pocket Book – Growth Mindset
 Girraween Seeds for Success – Poster



Conceptual understanding

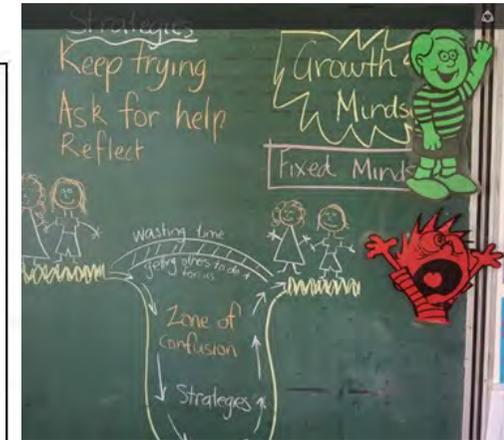
What am I learning?
 What connections am I making?
 What do I understand about the way the world works?

Building "Learning muscle".

What am I learning about learning?
 What am I learning to do and be as a learner?

Stuck Strategies: The 6 Bs

- (1) Be Brave - Have a Go! Don't let a lack of confidence hold you back. You might surprise yourself!
- (2) Be still - Stop and have a think! Sometimes if we pause and sit quietly, the solution comes to us
- (3) Backtrack - Let's go back! Have a look at the learning objective or success criteria, they are there to help you understand what is trying to be achieved.
- (4) Buddy - Ask a buddy to help! Can they explain it to you more clearly?
- (5) Bits and Bobs- Remember to use resources! Are there any tools on your desk or in the classroom that could help you?
- (6) Boss - It's time to ask the teacher! If you've explored all the other options and you are still stuck then it's time to put your hand up and ask an adult to help.



DEVELOPING A GROWTH MINDSET

INSTEAD OF.....	TRY THINKING.....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistake's help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

The 5 OK's – for working mathematically

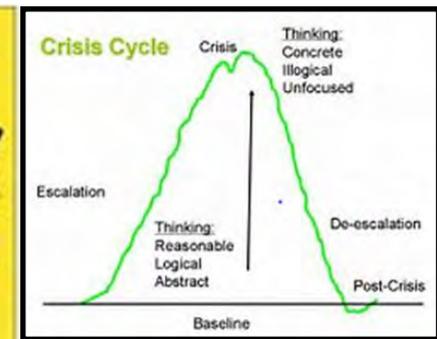
1. It's **OK** to be wrong.
2. It's **OK** to change your mind, in fact we like it.
3. It's **NOT OK** to rub out. Your thinking is important for us and we want to see your progress.
4. It's **OK** to work with others but you must be able to explain what you understand.
5. It's **REALLY OK** to tell us what you are thinking. We are not super heroes and cannot read your mind. We help you better when we know what you are thinking.



Positive School Culture

A Focus on Well-being and Behaviour

- * Support our whole school approach: Restorative Practices and Crisis Intervention
- * Informal class circles
- * Co-construct class expectations with students (authorship and ownership)
- * Rock and Water (language/principles)
- * In-the-moment conferences
- * Promote positive behaviour – merit awards, golden tickets towards arm bands for demonstrating school values, caught ya playground tickets, and class rewards
Rewards should not be food related.
- * Address ongoing negative behaviours following the CODE OF CONDUCT , case management processes
- * Build positive relationships with students in your class and across the school
- * Promote mindfulness- use smiling mind app or others
- * Use Language of 'how is your engine running', utilise engine room – managing sensory regulation
- * Through class experiences reflect on and build social and personal capabilities for students to develop self-awareness, social awareness, build self-management and relationship skills and be responsible decision makers.
- * Promote inside/out i.e kind to self, each other and environment, care for self, each other and environment, do your personal best, help others to do their personal best so our school community can be its best.



Remember
The CPI Crisis Development Model

Crisis Development/ Behavior Levels	Staff Attitude/ Approaches
1. Anxiety	1. Supportive
2. Defensive	2. Directive
3. Acting Out Person	3. Nonviolent Physical Crisis Intervention
4. Tension Reduction	4. Therapeutic Rapport

← Integrated Experience →

A Strong Parent Partnership

- * Strong and timely communication through letters, newsletter, school bag app, facebook
- * Reporting: T1 – Early Parent/Teacher interviews to set shared learning goals; T2 Reports; T3 – 3 Way conferences alongside Portfolios (that show progression of learning from the beginning of the year)
- * Strong School Council with parent voice
- * Welcome parent involvement in the classroom, excursions and special events
 - Community events that bring families together
 - Creating a positive learning culture that continues at home (reading)
 - Dojo communications
 - Open door policy



Resources to support:

Human resources - peer, team leader, Leadership

Documents - Code of Conduct, restorative practices powerpoint, crisis intervention material, choice theory, Making Spaces (Trauma Informed Practices)

Books – When the Adults Change, Everything Changes: Paul Dix, Better than Carrots or Sticks: Smith, Fisher, Frey,

Win Win Discipline – Kagan, Cracking the Hard Class: Bill Rogers. PD – Traffic Jam in My Brain

Websites – smiling minds,

A focus on pedagogy and evidenced based practices that impact student learning, not licenced programs.

- * Implement teaching practices that achieve deep learning
- * Embed Pedagogies and practices, scopes and sequences endorsed by Girraween
 - Inquiry by design
 - Problem Solving
 - Explicit and intentional teaching – whole:part:whole
 - Student Centred approach where students have voice and choice through targeted workshop style practice
 - Cooperative Learning
- * Engage in action learning to professionally grow and develop shared practices
- * Differentiate through adjusted learning via environment, product, process or content in response to student readiness, interest and learning profile.
- * Use and connect teaching and learning with the Australian Curriculum showing autonomy in planning and designing for the learning specific to the learning cohort

Resources to support

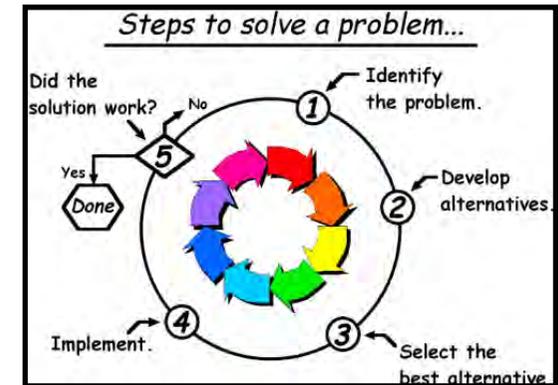
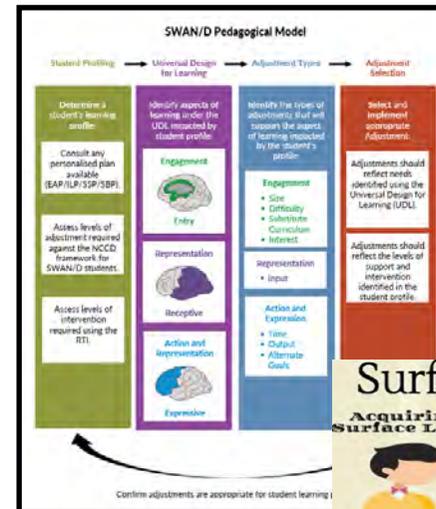
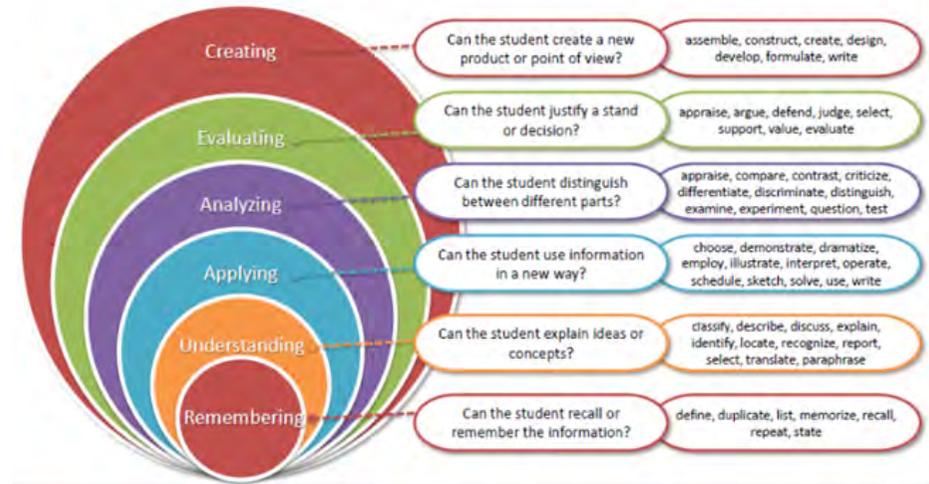
Blooms taxonomy, solo taxonomy, SWAN/D pedagogical model, Differentiation placemat, Kagan Cooperative Learning,

Resources: Literacy: Sheena Cameron texts, Chris Topfer, Beryl Exley, Reading CAFÉ, Kay, Helen, Kate, Jemma

Maths: Peter Sullivan materials and readings, Gill, Jemma

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Bloom's Taxonomy (Revised)



Surface to Deep Learning Strategies



Collaborative Approach

- * In collaborative teaching teams we analyse data, plan and program for our students
- * We have SOS teams, collaborative planning teams, strategic PLCs
 - Between yr levels ie; yr 4 teachers
 - Allocated planning days
 - Excursions
 - Share parent letters
 - Share professional learning
 - Common assessment tasks across team
 - Collaboration with specialists eg dance night
 - Sharing of programs and ideas
 - Nice, big, friendly staffroom – welcome
 - Social club – sense of inclusion & support
 - Whole staff meetings – opportunity to all come together to share ideas
 - Case conference meetings

Sustainability

- * Sustainable practices – reusing, recycling and reducing (Needs Constant classroom reminders) thoughtful use of resources
- * Strong links to the community and outside organisation partnerships
- * Using our farm/ agricultural aspects to create real life learning experiences for our students (FARM, lots of money spent for field day. Need to sustain gardens throughout the year.
- * Our Environment is everybody's business
- * Have students clean up their outside re prior to entering the classroom after breaks
- * Ensure eating time inside classrooms or outside in dry season with supervision
- * Model and encourage students to pick up rubbish when out walking
- * Check lunch boxes are not left outside
- * Use popper and compost bins appropriately
- * sSek permission and fill in documentation when animals come to stay
- * Classroom recycle bins for classrooms

Making learning accessible to all students

- * Differentiating content, process, product and environment
- * Familiarising and implementing EAPs for Students with additional needs and sharing these with all staff that support the student/s. and extension opportunities for those who sit just above the line
- * Use visual aides to support student engagement (can/do we share knowledge & resources of how/where use aides with staff)
- * Use interventions to allow learning to occur
- * Provide challenge and have high expectations of all students
- * Zone of confusion and Learning Pit language (the power of 'YET')
- * Participate in extension through competitions in maths, writing, REACH
- * Small group interventions directed by teachers and facilitated by classroom support personnel

Resources: Tomlinson, Learning Links, Portal, peers, senior teachers and visible learning PLC reps and special education teachers, Blooms Taxonomy, Michael Gardiner – multiple intelligences, Deep/Surface learning (Visible Learning), Maths overview

Assessment/Feedback

Diagnostic

Formative

Summative

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