

Teaching and Learning @ Bundaberg North SHS

2024 AIP Priorities:
improve student outcomes and engagement



| Knowing the student | Positive school culture | Curriculum |
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| <ul style="list-style-type: none"> Complete data placemat – levels of achievement, attendance, First Nations, EAL/D, NCCD Use Class Dashboard to assist with monitoring achievement Investigate: What do I need to do to ensure all students in my class can access the curriculum? Access previous teachers, unpack data, participation in programs, support, well being, student ‘back pack’ Build positive relationships with students – explicitly teach classroom expectations, establish routines, seating plan, set subject specific goals with students – know their goals. How will you ensure students achieve their goals? Review goals. Build positive relationships with parents/carers - letter of introduction (email) to subject at start of year/subject, regular communication (positive postcards, phone calls, email – 3 per week), communicate concerns (engagement, risk of not achieving benchmark, assessment not submitted) | <p>Contribute to a positive school environment:</p> <ul style="list-style-type: none"> Know students’ names Greet people Display a positive attitude towards students - unconditional positive regard Being visible in the playground Use positive reinforcements and North Rewards Demonstrate mutual respect Promote acceptance of difference Encourage a growth mindset and self-responsibility View whole school events and extra curricula activities as opportunities to build relationships | <ul style="list-style-type: none"> Access the Australian Curriculum (AC) and the QCAA Portal for Senior Syllabuses and VET information across all learning areas Access CARP to align three levels of planning: whole school, year level (or band plans), unit plans HODs develop year level/band plans in collaboration with teachers, unit plans developed and reviewed at ICC Teachers develop weekly lesson overviews/plans based on unit plans (this can include collaborative subject year level planning) All lessons have a Learning Goal/s Deliberate planning to embed differentiation Develop assessment based on subject requirements, considering moderation and feedback Identify cognitive verbs and explicitly teach Consider General Capabilities and Cross Curriculum Priorities and how to embed these in planning |
| Learning | | |
| <ul style="list-style-type: none"> Actively engage with other teachers for pre-moderation, moderation and feedback cycles at ICC Front end assessment for students – students know what the assessment and criteria at the start of the unit Embed inclusive practices, considering ICPs, support students to access AARAs when necessary Use formative assessments to inform and modify teaching Teach and ensure academic integrity in all subjects and classrooms. Add link to academic integrity policy? Use Turnitin for submission years 10 - 12 Provide multiple types of feedback to students, both group and individualised, linked to criteria Provide access to assessment resources for students through QLearn | | |

Pedagogy @ Bundaberg North SHS

Ensuring engagement and learning, every lesson, every day.

Aim: One year's growth for one year of learning

| Engagement Strategies | Lesson Structure | Every lesson, every day |
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| <p>Using strategies that appear in all types of lessons:</p> <ul style="list-style-type: none"> • Previewing strategies • Highlighting critical information • Reviewing content • Revising knowledge • Reflecting in learning • Assigning purposeful homework • Elaborating on information • Organising students to interact <p><i>Refer to Marzano's ASOT Design Area elements 15 - 22</i></p> <p>Collaborative learning Class discussion Think aloud Think/Pair/Share Academic games Questioning Graphic organisers Posters Scaffolding templates Exemplars Physical movement Example/Non-example eLearning Experiential learning Exit slips Peer tutoring Show me boards Problem Solving Strategies Modelling Guided practice Unprompted practice Thinking about thinking Teach etymology</p> | <p>Opening / Warm Up</p> <ul style="list-style-type: none"> • Engage students with warm up activity to revise or introduce new topic, content or skill • Learning Goal/s for lesson written on board, share behaviour expectations • Share purpose 'why' students are learning the content or skill <p>Body</p> <ul style="list-style-type: none"> • Explicit/direct instruction <div data-bbox="539 660 991 853" data-label="Diagram"> </div> <ul style="list-style-type: none"> • Chunk the lesson – breaking it into manageable parts for students <p><i>Refer to Sixteen Elements of Explicit Instruction, Archer and Hughes</i></p> <p>Teachers supporting students by:</p> <ul style="list-style-type: none"> • Chunking content • Processing content • Recording and representing content • Using structured practice sessions • Examining similarities and differences • Examining errors in reasoning • Engaging students in cognitively complex tasks • Providing resources and guidance • Generating and defending claims. <p><i>Refer to Marzano's ASOT Design Area elements 6 - 14</i></p> <p>Feedback / Closing</p> <ul style="list-style-type: none"> • Review Learning Goal/s • Activity to review or summarise lesson and gain student feedback • Set homework/revision | <ul style="list-style-type: none"> • High expectations that every child can achieve • Knowing the student • Positive classroom environment <ul style="list-style-type: none"> -routines -physical setting -follow classroom expectations and consequences -using Essential Skills for Classroom Management -Reinforcing positive behaviour using North Rewards • Differentiated activities to suit individual needs • Feedback – behaviour and curriculum <p><i>Refer to Marzano's ASOT Design Area elements 1 – 5, 23 - 43</i></p> <p><i>Refer to Sixteen Elements of Explicit Instruction, Archer and Hughes</i></p> <p>Consider Sharratt's five questions for students:</p> <ol style="list-style-type: none"> 1. What are you learning? 2. How are you doing? 3. How do you know? 4. How can you improve? 5. Where do you go for help? <p>Attachments: <i>Marzano's 43 Design Area elements, Sixteen Elements of Explicit Instruction</i></p> |
| Reflecting on teaching and learning | | |
| <ul style="list-style-type: none"> • Teachers and leaders reflect on student progress – using formative and summative assessment, moderation and reporting • Seek ways to improve knowledge and practice through profiling, learning walks, walkthroughs, feedback cycles • Teachers identify learning needs to enhance their annual performance and development plan • Professional development to support staff | | <p>Teachers reflect using Sharratt's five questions:</p> <ol style="list-style-type: none"> 1. What are my students expected to know and be able to do? 2. How will I know my students are learning? 3. How will I help my students learn and respond if they are not learning? 4. How will I determine the level of my students' learning and report on it? 5. How does my evaluation inform my diagnostic next steps for every student? |