



TEACHING AND LEARNING FRAMEWORK

The College aim is to generate engaging student experiences which meet the School Curriculum and Standards Authority requirements whilst ensuring there is academic challenge, balance and variety. Our aim is to facilitate every student achieving her personal best.

As a community, we recognise that our staff are our greatest asset. The expectation of consistent, high quality teaching and learning is supported by professional learning, development and growth.

THE PENRHOS COLLEGE TEACHING AND LEARNING MODEL

PLAN

1. Address the content descriptors mandated in curriculum documents and identity specific learning intentions.
2. Use a variety of strategies and resources to gain an understanding of the individual learning needs of the students in the class.
3. Develop a variety of assessments that cover the content descriptors and measure the learning of the students.
4. Develop a variety of instructional resources and strategies to meet the needs of the students in the class.
5. Adhere to the programming guidelines, particularly in reference to differentiated curriculum, to ensure that the level of challenge engages and is appropriate to the students' abilities.
6. Plan to support the development of students' general capabilities, in particular Literacy, Numeracy and Information Communication Technology.
7. Provide opportunities to explore the curriculum through the cross curricular priorities.

DELIVER

1. Establish and develop rapport with students in the class to create a positive learning environment.
2. Be explicit about the learning intentions that will be addressed in each lesson and co-construct success criteria with the students.
3. Use a variety of formative Assessment for Learning strategies, and use productive pedagogies for lesson delivery.
4. Use available technology tools to transform the learning process and demonstrate 21st Century Skills.
5. Use assessment to monitor progress, check for understanding, identify misconceptions and provide timely feedback, enabling students to improve their learning.
6. Build a supportive, learning-focused classroom environment where high expectations are set and student feedback is utilised, to ensure a high level of engagement.

EVALUATE

1. Collect and analyse data, both qualitative and quantitative, to inform planning with a focus on continual improvement.
2. Monitor and report on student progress to stakeholders (Student/Parent/College) in accordance with College protocols.
3. Reflect on teaching practice using the AITSL Australian Professional Standards for Teachers and the Classroom Practice Continuum.
4. Actively participate as a team member in reflection, sharing of resources, lesson observation, engaging in professional learning and dialogue.

