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| <p>Visible Learning Engaged, empowered, deep <i>Teaching is visible to the student and learning is visible to the teacher (Hattie)</i></p> <p>Teach the children to own the learning process and show evidence of their learning</p> | | |
| <p>Achievement Success Achievement for all students</p> <ul style="list-style-type: none"> • Monitoring systems - plans for all at-risk learners • Address reading difficulties • Gifted and talented program • Tight achievement targets | <p>Reach for the Stars as Lifelong Learners in the Catholic Faith <i>Every Child Engaged and Empowered in Deep Learning for Success</i></p> <p>2017 - consolidate <i>Make our underlying pedagogy and systems explicit and sustainable</i></p> | <p>Inquiry Learning Engagement:</p> <ul style="list-style-type: none"> • Teach students how to ask the big questions and solve real problems • Reasons for learning • Teacher expertise to link curriculum back to student interests • Science as vehicle for learning • Enriched maths |
| <p>Key Competencies 21st century skills for deep learning for success</p> | | |

2017 - consolidation - embed the pedagogy underlying our curriculum

| Term 1 | Term 2 | Term 3 | Term 4 |
|--|--|---|--|
| Religious Education | | | |
| Use 3 year assessment program, identify teaching and learning challenges. Dominican Charism Caritas Key ideas → vital content: Jesus strand Term 1 twilight - Suzanne Aubert | Track T&L challenges Key ideas → vital content: Holy Spirit, Sacrament strands Catholic principal's conference Dominican conference | Track T&L challenges Key ideas → vital content: God, Church strands The Gathering | Track T&L challenges Key ideas → vital content: Communion of Saints strand. |
| | | RE diploma paper - semester 2 (term 3) either by distance or on site. | |
| Inquiry Learning - engaged | | | |
| Scaffolding for student inquiry. Teaching questioning skills | Scaffolding for student inquiry Unpack inquiry/SOLO process | Student-led inquiry | |
| Generate interesting experiences and reasons for questioning/learning | | | |
| Visible Learning - empowered, deep - teach the children to own the learning process | | | |
| Home learning | Student's evidence in mid-year interviews | | |
| Targeted classroom observations - peer, syndicate leader, principal | | | |
| Development, sharing and reflection - SOLO strategies | | | |
| Develop systems for students to evidence learning | | | |
| Success - achievement for all | | | |
| Target student monitoring using teaching as inquiry Action gifted and talented register Planning formats. ELL - using the ELLP, resources for teaching | | | |
| Evidence into action | | | |
| Use OECD research, ERO progress indicators and 21st T&L rubrics to monitor practice. Using spirals of inquiry | | | |
| Key Competency development | | | |
| | Unpack key competencies Develop continuum, learning resources and means of measuring progress. | | Report against key competency development |
| Future focus: Post Grad Cert Digital and Collaborative learning | | | |
| Use SAMR model to plan for transformative use of technology | | | |

Staff professional learning meetings

R.E. 2x meetings per term

Term 1 meeting 1: Dominican charism, Jesus Strand

Term 2 meeting 2: Caritas Lenten Focus

Collaborative practice meetings 2x per term for the team (1 in term 1):

Te Reo - 10 minutes

SOLO - roster for sharing/reflection/questioning - 15 minutes: SOLO roster - Leanne & Nicola, Christina & Suzy, Ange & Megan, Anna, Sara & Julie, Morgan, Tua & Lena

Enriched maths - 15 minutes

Visible learning - examples of evidencing / questions / reflections - 15 minutes. One example per hub.

Thoughts and examples on transformative technology - 10 minutes

Anything else we need to pick up, e.g. shared planning on T&L, class blogs etc. - 10 minutes

Professional reading/communities - 5 minutes

Appraisal reflections - 10 minutes

Collaborative practice meetings - 2x term for syndicate (1 in term 1)

Inquiry learning - resources, experiences, trips, plans etc

Teaching and learning resources

Home learning

Monitored students update

Moderation

Teaching inquiry (spiral)

Specific meetings term 1

Questioning

Monitored students, reading needs, targets

Evidence-based practice - research indicators - OECD, 21st century rubrics, spirals of inquiry

Observations looking at:

Planning - to cover needs of targets and extension - in shared planning folder

Visible learning - Ask - what are you learning? How do you know if you've been successful? What does that look like? What's your next step?

End term 1 - feedback from students: what does my teacher do that helps me learn? What does my teacher do that gets in the way of learning?