



ATWELL COLLEGE HIGH QUALITY TEACHING POLICY

Vision and Purpose

Atwell College is committed to providing high-quality teaching and learning that enables every student to thrive. We believe that every student, in every classroom, every day, deserves access to engaging, affirming and challenging learning experiences, delivered in environments where diversity is understood, strengths are recognised and individual needs are supported.

We strive to create safe, inclusive and supportive learning environments that promote intellectual, physical, social and emotional development. High quality teaching at Atwell College is responsive and evidence informed, ensuring all students can actively participate, experience success and develop a strong sense of belonging.

Guided by our shared values of Respect, Achieve and Responsibility (RAR), and supported by the Positive Behaviour Support (PBS) framework, this policy outlines our collective commitment to consistent, effective and inclusive teaching practices. Through purposeful planning, explicit instruction and reflective practice, we work together to equip students with the knowledge, skills and dispositions required to thrive at school and beyond.

Our Purpose

This teaching policy provides a framework for high-quality teaching and learning that empowers students to thrive as successful lifelong learners and resilient, prosocial citizens. The framework ensures consistent, effective teaching practices across the school, drawing on High Impact Teaching Strategies (HITS) and Teach Well to ensure each lesson is purposeful, engaging, and inclusive. (See Appendix B)

Values

Our Pedagogical framework is based upon the Teach Well Masterclass Program, which staff are actively engaged with. The Teach Well vision is an Australia where every child can reach their full potential. "We envision a world leading education system, where our young people thrive through excellent teaching, in every classroom, every year of their schooling. We see a society where all Australians value teaching and learning, recognising the importance and complexity of the craft of teaching."

Guiding Principles

- High-quality instruction grounded in evidence-based practice.
- Student-centred learning that prioritises inclusion and engagement.
- Ongoing professional development to support continuous improvement.

Curriculum

Our Curriculum is comprehensive, rigorous and accessible to all students. Programmes are aligned with the Western Australian Curriculum and provide opportunities for differentiation to meet diverse learning needs.

Pedagogical Framework

Our Pedagogical framework is guided by the Teach Well vision and aligns with high impact, research informed instructional practices.

Framework in Action

A. Planning

- Use HITS and Teach Well to develop common, viable outlines across the subjects.
- Incorporate Teach Well consistent routines within the outlines such as:
 - Clear learning intentions and success criteria
 - Sequenced lesson structure
 - Daily reviews(see appendix C)

B. Teaching

- Begin each lesson with learning intentions and a daily review.
 - Use explicit instruction, worked examples, questioning, feedback, collaboration and independent practice.
 - Apply the “I do, we do, you do” model.
 - Differentiate instruction to meet the needs of all learners.
- (See appendix D)

C. Assessment

- Embed formative assessment in all learning activities.
- Use feedback to guide next steps.
- Monitor student progress, communicate concerns and ensure timely data entry.

D. Reflection

- Reflect using HITS and Teach Well rubrics.
 - Participate in peer observation and coaching.
 - Set goals for continuous professional growth.
- (See appendix E)

Implementation

Staff will:

- Participate in ongoing professional learning.
- Ensure consistency through common outlines, assessments and visible learning intentions.
- Work collaboratively through PLC's and coaching.
- Actively Monitor: HOLA's and Deputies will conduct regular walkthroughs, Deputy of Curriculum will monitor outlines, PBS will continue to encourage positive behaviour through engaging lessons and rewards, staff will send home task marks regularly as well as monitoring data which includes student and parent feedback and participate in data analysis to better inform practice.

Review and Revision

This policy will be reviewed regularly to ensure its effectiveness and alignment with the Strategic Improvement Plan.