

# ATWELL COLLEGE TEACHING AND LEARNING FRAMEWORK



We provide high quality teaching and learning experiences that empower our students to thrive, be successful lifelong learners and resilient, prosocial citizens.

## POSITIVE BEHAVIOUR SUPPORT (PBS)



Classroom set up and compliance is achieved through:  
The use of the PBS behaviour matrix, setting and displaying classroom expectations and employing CMS.

## LITERACY & NUMERACY STRATEGIES

Inclusive reading and vocabulary instruction.  
The Hochman method for writing  
Roadmap thinking and writing framework  
The CUBES strategy to help students break down complex word problems into manageable steps.



## HIGH IMPACT TEACHING STRATEGIES (HITS)



Quality teaching will be delivered through high Impact teaching strategies embedded within the ISTAR framework.

PLAN	<ul style="list-style-type: none"> <li>plan to create a culturally responsive, safe, inclusive and supporting learning environment.</li> <li>build a classroom culture where students feel confident to take risks and are challenged in their learning.</li> <li>design teaching and learning programs that are consistent with whole school approaches and priorities</li> <li>provide opportunities to explore the curriculum through cross-curricular</li> </ul>	<ul style="list-style-type: none"> <li>plan to support the development of students' general capabilities, in particular Literacy, Numeracy and STEM.</li> <li>plan lessons that are structured and sequenced appropriately in small chunks.</li> <li>respond to the needs of culturally and linguistically diverse learners.</li> <li>plan content with a practical understanding of major learning theories. (e.g., cognitive load theory)</li> </ul>

(ISTAR)	<b>INFORM</b>	<b>SHOW + SHARE</b>	<b>TRY + TRANSFER</b>	<b>APPLY + ACTION</b>	<b>REVIEW/REVISE</b>
	<p><u>“Hook” Lesson Importance</u> Students’ ‘tune’ in Stimulate interest <u>Activate prior learning</u> Review previous lesson’s knowledge and skills through daily review. <u>Lesson Objectives</u> Explain the learning objectives (written) Students will be able to (SWBAT)</p> <p><u>Examples of learning tools</u></p> <ul style="list-style-type: none"> <li>- Whiteboards</li> <li>- Brainstorm</li> <li>- Choral response</li> <li>- Choral rehearsal</li> </ul>	<p><u>I Do (teacher does)</u> Teacher input- teach the concept Questioning techniques, brainstorm, identify &amp; define key vocabulary. Scaffold and model Check for understanding Adjustments made if needed Use culturally responsive questions</p> <p><u>Examples of learning tools</u></p> <ul style="list-style-type: none"> <li>- Modelling</li> <li>- Scaffolding</li> <li>- Graphic organisers</li> <li>- Demonstrating</li> <li>- Hinge point questions</li> <li>- Examples and non-examples</li> </ul>	<p><u>We Do (class does)</u> Guided practice through steps. Range of tasks (begin with easier and progress to harder examples). Extend more able students and provide support for weaker students. Continually check for understanding.</p> <p><u>Examples of learning tools</u></p> <ul style="list-style-type: none"> <li>- Whiteboards</li> <li>- Think-pair-share</li> <li>- Venn diagrams</li> <li>- Memory games</li> <li>- Hinge point questions</li> </ul>	<p><u>You Do (student does)</u> Students are given the opportunity to try and practice their learning together. Multiple opportunities are required for all students to try, interact, practice, and accomplish the learning intentions together cooperatively.</p> <p><u>Examples of learning tools</u></p> <ul style="list-style-type: none"> <li>- Whiteboards</li> <li>- Fish bone</li> <li>- Road map</li> <li>- PMI</li> </ul>	<p><u>Review content and success criteria</u> Review lesson objectives. Reinforce key points. Relate back to success criteria. Check for understanding.</p> <p><u>Examples of learning tools</u></p> <ul style="list-style-type: none"> <li>- Hinge point questions</li> <li>- KWL</li> <li>- Journal reflection</li> <li>- Whiteboards</li> <li>- Exit tickets</li> </ul>

(HITS)	Setting Goals	Structuring Lessons	Explicit Teaching	Worked Examples	Collaborative Learning	Multiple Exposure	Questioning and Feedback	Differentiated Teaching	Metacognitive strategies

ASSESS	<ul style="list-style-type: none"> <li>evaluate students' progress (diagnostic, summative, formative)</li> <li>reflect on students' outcomes to monitor impact</li> <li>provide meaningful and timely feedback to students</li> <li>collect and analyse data both qualitative &amp; quantitative to inform focused planning</li> <li>moderate students' achievement and progress with colleagues</li> </ul>		<ul style="list-style-type: none"> <li>demonstrate self-awareness and problem-solving capabilities through self-reflective practices</li> <li>make professional judgements about students learning to accurately report against the relevant achievement standards.</li> <li>design assessments that are responsive to the development, cultural and linguistic backgrounds of students.</li> </ul>