## Dimensions of Teaching and Learning

### Curriculum Intent
- What we want students to know, understand and be able to do.

### Assessment
- The evidence on which judgments about student learning are made in order to inform future teaching and learning.

### Sequencing Teaching & Learning
- The relationship between what is taught and how it is taught to optimise student learning.

### Making Judgments
- Teachers and students using standards to make evidence-based judgements in order to monitor and inform the next steps for learning.

### Feedback
- Information and advice provided by a performance aimed at improving learning.

### STRATEGIES we use:
- **Scope and Sequence**
  - Whole School Curriculum Framework
  - Hilliard SS Assessment Schedule
- **Unit Planning**
- **Year Level Planning**
- **Consider structure of individual lessons**
- **Triangulate Data through Whole School Assessment Sets**
- **Pre-testing (prior knowledge)**
- **Personal Development Plans**
- **Diagnostic Testing**
- **Student goal setting**

### EVIDENCE we see:
- **Achievement Standards communicated to students and parents**
- **Student Data Profiles e.g. OneSchool Class Dashboard**
- **Student folios of work – English and Maths**
- **Focused year level meetings**
- **A common understanding of the alignment between what is planned, what is taught, what is assessed, what is reported**

### EVIDENCE we see:
- **Modified assessment tasks**
- **Range and balance of assessment**
- **Assessment task sheets and rubrics provided to students in students friendly language**
- **A & C standard work samples shared with students**
- **Actual assessment and observations and interactions and prior work samples**
- **Teaching and student monitoring**
- **Monitoring and tracking tools, PATM, PATME, PM Benchmark, Probe, Words Their Way, Maths tracking tool**

### EVIDENCE we see:
- **WALT/WISF visible for students in every lesson**
- **Modalled, guided, independent and shared learning**
- **Student data profiles showing student learning - Moderation**
- **Student motivation and enthusiasm**
- **Celebration of student learning which can include parents e.g. at the end of each unit of work**
- **Differentiating evidence in planning**
- **Teacher self-reflection against Hilliard SS Pedagogy Framework**

### EVIDENCE we see:
- **Feedback from Classroom Observations**
- **Goal Setting from pre-assessment tasks**
- **Results and comments entered into class teacher’s data book**
- **Feedback from School Audit, NAPLAN, SOTS**
- **Feedback discussions with parents, students and other teachers**
- **Written feedback in student workbooks and on assessment tasks**
- **A and C standard work samples shared with students**

### Relationships:
- **What will I do to establish and maintain effective relationships with students?**
  - Understand and seek to discover students interests and backgrounds
  - Provide a positive classroom climate
  - Provide positive relationships with all students (get down to their level)
  - Attend school functions to support students
  - Encourage student risk taking within the curriculum
  - Provide afternoon extra-curricular activities / clubs e.g. aerobics & dance, chess, sports, social skills etc.
  - Use a common language around expectations using the school values
  - Encourage leadership opportunities with students
  - Seek to build relationships with support services to assist students
  - Support students through the Camp program
  - Support students through Mentor / Buddy programs
  - Support students in leadership roles across the school
  - Support students through school events e.g. Musical, U1s Day
  - Provide lessons that are motivating and engaging – built in rewards – extrinsic and intrinsic

### Positive Behaviours:
- **What will I do to establish classroom rules and procedures and support students through activities & events?**
  - Use the school values to establish classroom rules and procedures
  - Organise classrooms to promote a safe, supportive and positive learning environment
  - Record behaviour concerns, and positive behaviour, on OneSchool for efficient record keeping
  - Whole class / Year level discussions with students about what they think they know and how they can improve considering 3 school rules, Focus 20
  - Implement Responsible Behaviour Plan for Students, classroom behaviour plans and positive reward charts
  - Engage student support services when necessary e.g. Chaplain, SNAC
  - Support and promote positive behaviour programs
  - Develop Individual Support Plans for identified students
  - Nominate suitable students for recognition of positive behaviour
  - Recognise that behaviour/social skills needs to be explicitly taught using HSS Focus 20 program

### PLANNING we do:
- **Align with mandated curriculum:**
  - ACARA (CCE)
  - Essential Learnings
- **Align with Whole School Curriculum, Assessment and Reporting Plan**
- **Engage in Professional Learning**
- **Australian Professional Standards for Teachers**

### PLANNING we do:
- **Alignment with curriculum intent, teaching and learning**
- **Assessment modifications**
- **Assessment is used:**
  - for learning - to use student progress to inform teaching
  - as learning - to inform students’ future learning goals
- **of learning - to assess student achievement against goals and standards**

### PLANNING we do:
- **Front-end assessment**
- **Understand varying learning styles**
- **Link to pedagogical framework**
- **Know your learners e.g. G&T, LS etc.**
- **Pre-assessment to identify prior knowledge**
- **Analysis of assessment tools to inform teaching**
- **Modify planning where necessary**
- **Classroom layout - organised, visual learning aids, student work samples, word walls, organisers, strategies, motivating**

### PLANNING we do:
- **Year level shared expectations with clear standards (student friendly language)**
- **Provide feedback to students at beginning of assessment**
- **Teacher collaboration to achieve consistency of judgements**
- **Identify and seek relevant curriculum documents**
  - Liasing with support staff e.g. SEP, ST&N, ESL, GEM

### PLANNING we do:
- **Provide value feedback against explicit individual student improvement goals**
- **Use varied forms of feedback e.g. oral/written/exit statements/ICT**
- **Use HSS Guiding Questions for students, orally and written**
- **Give constructive, positive and timely feedback (within 2 weeks for assessment)**
- **Design classroom activities and assessment to gather evidence of learning**
- **Maintain a Class Data Set including**
  - OneSchool Class Dashboard
- **Teachers engage in self reflection**
  - Students engage in self-reflection
- **Teachers seek quality feedback from students and peers**
- **Parent Teacher Interviews**
- **Assembly including class celebrations of learning**
  - Newsletter/School Reporting