

› As educators we make an impact by:

- maintaining a safe and orderly environment for our students
- knowing our students and meeting their learning needs
- building and sustaining a guaranteed and viable curriculum
- using our agreed Instructional Model, GENAR
- collaborating with our colleagues to improve student outcomes
- focusing on continuous improvement

THIS IS SUPPORTED BY

Research

Department of Education and Training Victoria documents:

- High Impact Teaching Strategies (HITS)
- Amplify
- Practice Principles for Excellence in Teaching and Learning
- Literacy and Numeracy Strategy

Other research:

- The Art and Science of Teaching
- Classroom Instruction that Works
- High Reliability Schools

Tools

- Compass
- G Suite (including Google Classroom and shared drives)
- curriculum plans and supporting templates
- common assessment tasks, rubrics and learning continuums
- Sunbury College Teaching and Learning Website
- SPA platform
- PLC Inquiry Cycle
- FISO Continua for School Improvement
- literacy and numeracy portals
- Koorie teaching resources
- Sunbury College Strategic and Annual Implementation Plans

Professional Learning

Professional learning is guided by:

- Professional Learning Teams (PLTs)
- Key Learning Areas (KLAs)
- staff meetings and workshops
- external professional development sessions
- professional readings
- subject associations
- student feedback and perspectives

COLLABORATION AT SUNBURY

› Key Learning Areas (KLAs)

In our KLAs we collaborate on:

- a guaranteed and viable curriculum by:
 - backwards planning the curriculum
 - collaboratively developing, documenting and sharing course materials including whole KLA curriculum plans, course outlines, unit plans and assessment
- using data and evidence-based research to inform our planning and decision-making
- developing curricular and extracurricular engagement activities
- organising resources to meet the needs of our students
- working towards key improvement strategies outlined in the Annual Implementation Plan

› Professional Learning Teams (PLTs)

In our PLTs we collaborate by:

- using the FISO Inquiry Cycle to focus on continuous improvement
- establishing norms and team protocols
- using data and evidence from our classes to assess where students are at in their learning
- collectively taking responsibility for the learning progress of all students
- planning and implementing strategies to progress all students
- using best practice research to inform the strategies we use
- collectively analysing our data to assess our impact
- sharing our experiences and celebrating success
- reflecting on our impact and seeking feedback to continue to improve
- conducting peer observations



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Teaching and Learning Framework

PRE LEARNING

Teachers

Teachers know students by:

- using data, Individual Education Plans and professional conversations to understand the needs of students
- building a rapport with students

Teachers plan for learning by:

- using our agreed Instructional Model (GENAR) to plan lessons
- developing and adapting learning activities to meet the needs of students

Teacher use School Wide Positive Behaviour Support (SWPBS) norms by:

- establishing clear expected classroom behaviours in line with SWPBS and our school values
- setting up the classroom environment for learning

Students

Students prepare for learning by:

- having correct equipment and materials
- building a growth mindset
- setting goals for learning
- utilising learning tools and materials
- obtaining assistance from teachers, other students and support staff when needed

Parents

Parents support students by:

- ensuring they have correct class equipment and materials
- utilising learning tools and materials such as Compass
- contacting the school to provide key information



GENAR

Instructional Model

STAGE	VISION	GUIDING QUESTIONS	STRATEGIES/OBSERVABLE TEACHER BEHAVIOUR
GOALS 	<ul style="list-style-type: none"> • Students understand the purpose of their learning and what will make their learning successful. • Students are ready and equipped to learn. • Students actively track the progress of their learning. 	<ul style="list-style-type: none"> • How do learning goals work towards VCAA Achievement Standards, VCAL and VET Competencies or VCE Outcomes? • Do students understand what success looks like? • Is the purpose of the learning clear and explicit? • Are learning goals accessible for all students? 	<p>General Strategies</p> <ul style="list-style-type: none"> • Explicit written and verbal learning intentions and success criteria • Learning goals that are tracked through course documentation to map learning progression <p>Marzano's High-Yield Instructional Strategies</p> <ul style="list-style-type: none"> • Reinforcing effort and providing recognition <p>High Impact Teaching Strategies</p> <ul style="list-style-type: none"> • Feedback
ENGAGE 	<ul style="list-style-type: none"> • Students make connections to prior learning. • Students develop curiosity and an emotional connection to the learning. 	<ul style="list-style-type: none"> • Is the engagement activity connected to the learning? • Is there an opportunity for students to make a connection to the broader world? 	<p>General Strategies</p> <ul style="list-style-type: none"> • Brainstorms • Interactive games and quizzes • Review of prior learning • Anecdotes and analogies • Videos • Skill-based warm ups, energisers and hooks • Modelling <p>Marzano's High-Yield Instructional Strategies</p> <ul style="list-style-type: none"> • Cues and questions • Nonlinguistic representations • Identifying similarities and differences <p>High Impact Teaching Strategies</p> <ul style="list-style-type: none"> • Collaborative learning
NEW LEARNING 	<ul style="list-style-type: none"> • Students are activating their working memory. • Students are actively engaging with new knowledge and skills. • Students connect new knowledge with prior knowledge. 	<ul style="list-style-type: none"> • Is the learning accessible for all students? • Which instructional strategies will best support and improve student learning? • What specific feedback will be provided to students? • How will effort be rewarded and recognised? • Are students actively participating in their learning? • How will students' understanding be measured? • How do learning materials support students in meeting their learning goals? 	<p>General Strategies</p> <ul style="list-style-type: none"> • I do, we do, you do (GRR) • Modelling <p>Marzano's High-Yield Instructional Strategies</p> <ul style="list-style-type: none"> • Summarising and note taking • Cues, questions and advance organisers • Nonlinguistic representations • Reinforcing effort and providing recognition <p>High Impact Teaching Strategies</p> <ul style="list-style-type: none"> • Explicit teaching • Worked examples • Multiple exposures • Metacognitive strategies • Differentiated teaching • Provide feedback • Collaborative learning
APPLY 	<ul style="list-style-type: none"> • Students are actively practising using new skills and knowledge. • Students are accessing challenging work that is at their point of need. • Students have opportunities to practise new knowledge and skills in a variety of ways. 	<ul style="list-style-type: none"> • Is the learning accessible for all students? • Which instructional strategies will best support and improve student learning? • What specific feedback will be provided to students? • How will effort be rewarded and recognised? • Are students actively participating in their learning? • How will students' understanding be measured? • How can students be extended or supported in their learning? • How do the learning activities support students in meeting their learning goals? 	<p>General Strategies</p> <ul style="list-style-type: none"> • I do, we do, you do (GRR) <p>Marzano's High-Yield Instructional Strategies</p> <ul style="list-style-type: none"> • Identifying similarities and differences • Providing practice • Generating and testing hypothesis • Cues, questions and advance organisers <p>High Impact Teaching Strategies</p> <ul style="list-style-type: none"> • Worked examples • Collaborative learning • Multiple exposures • Metacognitive strategies • Differentiated teaching
REVIEW 	<ul style="list-style-type: none"> • Students reflect on their learning and work habits within the class. • Students evaluate their progress and understand the next steps for their learning. • Students' efforts and achievement are celebrated. 	<ul style="list-style-type: none"> • What levels of understanding have the students demonstrated? • How will students' understanding be measured? • How has effort been modelled, recognised and celebrated throughout the learning? 	<p>General Strategies</p> <ul style="list-style-type: none"> • Exit slips • Goal review <p>Marzano's High-Yield Instructional Strategies</p> <ul style="list-style-type: none"> • Cues and questions • Reinforcing effort and providing recognition <p>High Impact Teaching Strategies</p> <ul style="list-style-type: none"> • Metacognitive strategies • Feedback

POST LEARNING

Teachers

Teachers reflect on learning by:

- reviewing class data (including student feedback and observations)
- reviewing lessons with colleagues (within KLAs and PLTs)
- adapting materials to meet student needs
- providing timely feedback

Students

Students reflect on learning by:

- reviewing what they have learnt and what went well in their learning
- reviewing learning goals
- completing any assigned home learning tasks

Parents

Parents support students by:

- having conversations about learning at home
- checking Compass to keep up to date with learning tasks
- contacting the school with any queries or concerns