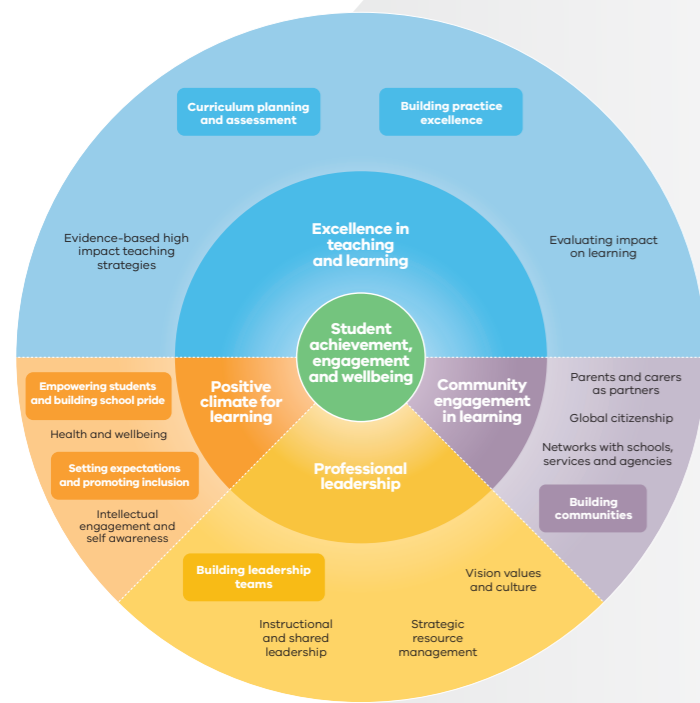


Practice Principles for Excellence in Teaching and Learning

Vision for Learning

All students are empowered to learn and achieve, experiencing high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them.



Positive climate for learning	1. High expectations for every student promote intellectual engagement and self-awareness	Action 1.1 Teachers convey high expectations of learning, effort and engagement for all students	Action 1.2 Teachers co-design aspirational goals with students	Action 1.3 Teachers scaffold and differentiate learning to enable students to achieve their goals	Action 1.4 Teachers build student capacity to monitor and evaluate their own progress and achievement
	2. A supportive and productive learning environment promotes inclusion and collaboration	Action 2.1 Teachers build quality relationships that enhance student engagement, self-confidence and growth as a learner	Action 2.2 Teachers ensure all students' cultural backgrounds, needs and abilities are recognised and addressed in the learning program	Action 2.3 Teachers develop student capacity to collaborate	Action 2.4 Teachers maintain an energised and focused learning environment
	3. Student voice, agency and leadership empower students and build school pride	Action 3.1 Teachers empower students to have a democratic voice in the running of the communities in which they learn	Action 3.2 Teachers co-design opportunities for students to exercise authentic agency in their own learning	Action 3.3 Teachers co-design leadership opportunities	Action 3.4 Teachers build school pride and connectedness
Excellence in teaching and learning	4. Curriculum planning and implementation engages and challenges all students	Action 4.1 Teachers place student needs at the centre of program planning and delivery	Action 4.2 Teachers collaboratively design and implement a scope and sequence of learning	Action 4.3 Teachers regularly review and update learning programs in line with school curriculum plans	
	5. Deep learning challenges students to construct and apply new knowledge	Action 5.1 Teachers design learning programs to explicitly build deep levels of thinking and application	Action 5.2 Teachers support students to explore the construction of knowledge	Action 5.3 Teachers support students to be reflective, questioning and self-monitoring learners	
	6. Rigorous assessment practices and feedback inform teaching and learning	Action 6.1 Teachers design authentic, fit for purpose assessments to reflect the learning program and objectives	Action 6.2 Teachers use assessment data to diagnose student learning needs and plan for learning	Action 6.3 Teachers provide regular feedback to students on their progress against individual learning goals and curriculum standards	Action 6.4 Teachers analyse student achievement data to improve their practice
	7. Evidence-based strategies drive professional practice improvement	Action 7.1 Teachers evaluate the impact of teaching on learning by analysing multiple sources of data	Action 7.2 Teachers identify and target areas for professional learning	Action 7.3 Teachers draw on current research and use an inquiry improvement cycle	Action 7.4 Teachers challenge and support each other to improve practice
Community engagement in learning	8. Global citizenship is fostered through real world contexts for learning	Action 8.1 Teachers support students to explore their role as global citizens	Action 8.2 Teachers model and facilitate use of digital tools and resources to access, use and share learning	Action 8.3 Teachers and students co-design learning that connects to real world contexts	Action 8.4 Teachers and students collaborate in learning partnerships in and beyond the school
	9. Partnerships with parents and carers enhance student learning	Action 9.1 Teachers establish open and sustained communications with parents/carers	Action 9.2 Teachers seek and use parents'/carers' knowledge and feedback	Action 9.3 Teachers facilitate parent/carer involvement in education within the classroom, school and beyond	

