

DRAFT STRATEGIC INTENTIONS: IMPROVEMENT IN TEACHING AND LEARNING THROUGH PERSONALISED LEARNING 2014 - 2016

INTENDED OUTCOMES	MEASURES OF IMPROVEMENT	TARGETS	STRATEGIES
<p>Students identified as Wave 2 have a developed One Plan that is regularly reviewed</p> <p>Build on learners' understandings in order for students to develop and apply knowledge to real life problems and issues</p> <p>TfEL 4.1 Personalise and connect learning: Build on learners' understandings</p> <p>(Australian Professional Standards for Teachers – Standards 1 & 3)</p> <p>TfEL 4.2 Personalise and connect learning: Connect learning to students' lives and aspirations</p> <p>(Australian Professional Standards for Teachers – Standards 1 & 3)</p>	<p>Students are achieving their goals as set out in the One Plan each term</p> <p>Students acknowledge and understand their own and others' contexts, cultures and aspirations</p> <p>Students work collaboratively to discuss and record what they already know and what they need to know next</p> <p>Students use technology to extend learning beyond the classroom</p> <p>Students use a range of skills including questioning and reflection to assist in developing sophisticated thinking skills</p> <p>The community (families, local, wider) is actively involved in teaching and learning</p> <p>Teachers in Performance and Development meetings provide evidence of implementation of elements of TfEL Domain 4</p>	<p>100% of identified students at risk have a One Plan that is reviewed on a regular basis (minimum once a term)</p> <p>100% of staff has implemented elements of TfEL Domain 4 Personalise and Connect Learning in their teaching practice and are able to provide evidence</p>	<p>All teachers will develop a One Plan for students identified at risk to ensure that they achieve learning goals</p> <p>Teach and use comprehension skills as explicitly identified in One Plan</p> <p>Teachers will communicate with students and parents (as appropriate) on a regular basis to review and update goals</p> <p>Teachers and SSOs will meet once a term in terms 1 – 3 to work collaboratively to develop and implement support programmes</p> <p>Teachers use a range of literacies, moving from print-based literacies to multiple literacies and new forms of communication</p> <p>Teachers provide learning tasks that take into account students' prior experiences and enable them to apply their understandings in real life situations</p> <p>Design learning challenges that</p> <ul style="list-style-type: none"> • are open and stimulate creative thinking • focus on inquiry and big ideas that inspire students • connect student learning with issues of personal, local or national significance <p>Use graphic organisers (e.g. Mind Maps, Lotus Diagram) to support student thinking and problem solving</p> <p>Develop processes that allow students to actively reflect on their learning</p> <p>Access people, programs, organisations in the wider community to enhance learning</p>

<p>TfEL 4.3 Personalise and connect learning: Apply and assess learning in authentic contexts</p> <p>(Australian Professional Standards for Teachers – Standards 3 & 5)</p>	<p>Students apply their learning in real-world, authentic contexts</p> <p>Students demonstrate their learning in a variety of ways drawing upon multiple digital literacies</p> <p>Teachers are explicit about learning intentions at the beginning of a unit of work</p> <p>Students are aware of assessment criteria and relevance to intended learning outcomes</p> <p>Students provide self and peer feedback</p>		<p>Teachers design assessment tasks that connect to real-life events and issues and use relevant assessment criteria</p> <p>Use digital resources to simulate real-life situations and assessment tasks</p> <p>Use formative and summative assessment to monitor student progress</p> <p>Provide opportunities for students to reflect on their thinking processes to enable self-monitoring</p> <p>Teachers negotiate with students how they will demonstrate their learning</p> <p>Teachers teach skills of self and peer assessment</p> <p>Consistently provide students with timely and precise feedback to support progress</p>
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