



# infinite possibilities

LEARNING & TEACHING AT GALEN



*I have come that they may have life, and have it to the full. (John 10:10)*



# Creating positive learning opportunities

## In our learning spaces we:

- Know the needs of our students
- Use evidence-based instructional strategies
- Follow Galen's Learning and Teaching sequence
- Offer effective and timely feedback
- Develop learner agency
- Encourage high expectations and offer high levels of support
- Witness to a positive catholic anthropology

## With our colleagues we:

- Develop team structures that support our work
- Align the work of Professional Learning Teams with our School Improvement Plan
- Collaborative development quality curriculum documentation and resources
- Prepare engaging and rich learning experiences
- Establish an informing formative and summative assessment program

## As Galen teachers we commit to developing ourselves through:

- Ongoing growth through professional learning
- Reflection on current practice
- Peer observation and professional dialogue
- Openness to feedback
- A desire to model a growth mindset



# Collaboration at Galen

We work with our Colleagues to plan for and maximise student learning

**In our Learning Area Teams & Professional Learning Teams we:**

- Co-plan course content and progression through levels of learning
- Continue to develop and share expertise in our subject area
- Fully engage and participate in Faculty meetings and events
- Develop formative assessment strategies and summative assessment tasks and in these teams, moderate student work
- Support our colleagues by documenting and sharing our work
- Use data and evidence from our classes to assess student growth and teaching effectiveness
- Collectively take responsibility for the learning progress of all students
- Identify the key knowledge and skills students need to take with them to the next level in their learning journey
- Plan and implement interventions to progress all students
- Refine, test and develop best-practice pedagogical strategies
- Reflect on our impact and seek feedback to continue improving
- Observe others' practice for our own and colleague's professional learning







## Pre-learning Considerations

### Teacher Action

### Knowing Our Students

We learn about our students using a variety of data and interpersonal communication to understand each student as a person and a learner.

We make a connection with each student on a personal level so that the child feels known, safe to ask questions and connected.

### Teacher Action

### Student Action

### Establishing Positive Behavioural Expectations

We share our FIRST positive behavioural expectations with students and discuss these to ensure clarity and understanding.

### Teacher Action

### Student Action

### Establishing Our Learning Environment

We work with our students to create organisational norms and routines for our classroom that maximise use of learning time.



## Galen Learning Sequence

### Learning Sequence Phase

### Observable Teaching Behaviours

#### 1.1. Engaging and Explaining Learning

- Where are my students at in this area of learning?
- What do I want my students to learn?
- What curriculum, knowledge and understanding, skills or competencies do I want the students to master?
- How can I activate prior knowledge?
- Are the concepts challenging enough to generate curiosity?

- i. Sharing the Learning Intentions and Success Criteria
- ii. Creating a context for the learning with the students and stimulating curiosity.
- iii. Explore student prior knowledge.
- iv. Explicitly state and consistently re-state the expectations of the students by the end of the lesson. (Where are we going?)

#### 1.2. Guided Practice (Modelled Learning)

- How do I differentiate and scaffold learning to allow all students to access learning?
- What language do I use to model critical and creative thinking?
- Have I generated worked examples to demonstrate what is expected of the students?
- Do I explicitly recognise the look-fors to enable future student self-assessment?

- i. Direct and explicit instruction.
- ii. Offer strategies for learning and explanations to ensure understanding.
- iii. Offer multiple exposures for students to see the desired learning outcomes.

#### 1.3. Joint Construction (Supported Learning)

- Have I created a step by step process that enables students to work through their learning?
- Do I work through these steps with the students to ensure understanding?
- Can I deconstruct and reconstruct the learning with the students who are having difficulty?
- Have I focused on misunderstandings to re-teach?

- i. Teacher works together with students to show steps & complete task.
- ii. Joint construction and de-construction for students grappling with understanding.
- iii. Prompting, timely and effective feedback.
- iv. Encouragement of student interdependence and academic resilience.

#### 1.4. Independent Construction

- Have I considered offering student voice in the means by which students can demonstrate their understanding?
- Are the students asked to recontextualise the learning?
- Do the tasks I set ask students to apply their look-fors to focus their learning and self-improvement efforts?

- i. Where possible teacher offers some choice to students in the way that they present their understanding.
- ii. Teacher looks for opportunities to have students apply learning to new and different situations.

#### 1.5. Feedback & Learning Mastery

- Do students have a clear idea of where their understanding and work is now and what to do next?
- Do students receive formative information throughout the lesson and a chance to use the information to immediately improve their work?
- Are students offered a second chance to display deeper learning on the basis of the formative feedback presented by the teacher?

- i. Teacher presents meaningful feedback in a variety of ways on current performance to enable student self-reflection. (Where are we at?)
- ii. Teacher offers direction and correction of current performance/ understanding to enable future improvement in student learning performance. (Where to next?)
- iii. Teacher recontextualises the learning and offers students another opportunity to display learning growth through the application of feedback.



### Observable Learner Behaviours

- i. Active listening.
- ii. Asking clarifying questions.
- iii. Note-taking.

- i. Actively participate in guided activities.
- ii. Check understanding, by asking and answering questions.
- iii. Seek feedback for depth of understanding.
- iv. Undertake guided practice.

- i. On task discussion.
- ii. Peer teaching.
- iii. Collaborative learning.
- iv. Use student work / worked examples.
- v. Application of learning to show understanding.

- i. Independent deconstruction of task requirements
- ii. Independent construction of learning
- iii. Support other students to reach success
- iv. Demonstrate meta-cognitive strategies (reflection on the look-fors in their response)

- i. Students are given time to consider, monitor and discuss their own progress, seek feedback from teacher or others in classroom, and prepare to act on it.
- ii. Students use the feedback offered to attempt to improve the quality of their learning.

## Post-learning Expectations

### Teacher Action

### Student Action

#### Reflective practice

We reflect on the successes of our learning and teaching.

We reflect on where students got to in a sequence of learning and prepare for the next stage of the learning sequence for our students.

### Teacher Action

#### Timely Feedback

We respond to work submission in the timely manner agreed with students and the school.

### Teacher Action

#### Professional Collaboration

We engage with colleagues around what is working.

We collaboratively agree on any refinements needed to the curriculum for the next time this unit is taught.

Great teachers have high expectations for their students, but even higher expectations for themselves.

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