



Atwell College High-Quality Teaching Policy

Our staff believe in the importance of providing a high-quality education to our students. Our educational philosophy is centered around the belief that every student, every classroom, every day has the capacity to learn and grow in an engaging, inspiring, and thought-provoking environment.

We believe in creating a safe and supportive environment that encourages this growth. Together, we seek to fully develop each student's intellectual, physical, social, and emotional capacity in an engaging and positive learning environment. We are committed to providing an environment that fosters growth and learning for all students. By adhering to this policy, we are confident that our students will develop the skills and knowledge they need to succeed in school and beyond.

Our Purpose

Our teaching policy is designed to provide a framework for high-quality teaching and learning experiences that empower our students to thrive, be successful lifelong learners and resilient, prosocial citizens.

Guiding Principles

High-quality instruction

We are committed to providing high-quality instruction that is grounded in research-based best practices and aligned with the needs of our students.

Student-centered learning

We believe that learning should be student-centered and that teachers should work to create a supportive and inclusive learning environment.

Ongoing professional development

We are dedicated to supporting the ongoing professional development and growth of our teachers and believe ongoing learning and growth are essential to effective teaching.

Policies and Procedures

PBS Framework

Atwell College uses the Positive Behaviour Support (PBS) framework to create and maintain positive learning environments. The staff has developed a PBS matrix for classrooms to create a learning culture through the establishment of high expectations for positive student behaviour. Classroom Management Strategies are used within the PBS matrix to prevent and respond to behaviours that impede a positive learning environment. We have three shared values: Respect, Achieve, and Responsibility (RAR).

Curriculum

Our curriculum is comprehensive and challenging, yet accessible to all students. All of our programs are aligned with mandated standards and are designed to meet the needs of a diverse student body.

Literacy & Numeracy

Literacy is essential for success in almost every area of life. Our whole school approach aims to develop proficient readers, fluent writers, excellent communicators, and critical thinkers. Literacy and curriculum content learning are deeply intertwined. Our teachers employ evidence-based strategies to promote success for students in all learning areas:

- The Roadmap Thinking and Writing Framework provides a structure for written responses and teaches a deeper understanding of command words leading to improvement in the linguistic quality of writing and interpretation of questions.
- The Hochman method provides a common and consistent approach to the assessing and teaching of writing which leads to optimal and sustained learning growth in all students that is measurable.
- Vocabulary instruction is essential to understanding new ideas and concepts quickly to improve reading comprehension.
- Inclusive reading uses a combination of tactics to scaffold students towards actively engaging when reading.

To ensure the development of problem-solving skills and appreciation for numeracy across different learning contexts, the school employs the CUBES (circle key words, underline the question, box action words, evaluate and show your working out) strategy. This practice helps students break down complex word problems into manageable steps. It encourages careful reading, identification of key information, and the use of appropriate mathematical operations when problem solving.

iSTAR Pedagogical framework

With a focus on teaching, learning, and improved outcomes for all students, the iSTAR pedagogical framework is used by our teachers to encourage disciplined discourse around the impact of teaching on learning at the college.

Inform / Inspire:

Explicitly communicating the purpose of the lesson and the intended learning outcomes for all learners. Specifically, it involves students knowing what they will be learning, what they are expected to achieve (outcomes), and how the learning will take place.

Show / Share:

Students are explicitly shown how they would approach the learning. In the process of showing, the teacher shares the strategies they have explicitly selected to successfully accomplish the learning intentions. Opportunities for questioning and explanation are inbuilt here enabling all students to clarify how it could be possible to accomplish the learning intentions before the students try for themselves.

Try / Transfer:

Students are given the opportunity to try and practice their learning together. Multiple opportunities are required for all students to try, interact, practice, and accomplish the learning intentions together cooperatively.

Apply / Action:

Students are given the opportunity to apply/action their new learning, independently of the teacher. This is an opportunity for the student to demonstrate the extent of control over their new learning. It is also an opportunity for the teacher to gather instant feedback and track students' progress toward achieving the intended learning outcomes.

Teachers will be able to provide specific interventions at this point according to student feedback and need to quickly address misconceptions.

Review / Revise:

Students are given the opportunity to demonstrate the progress they have made toward achieving intended outcomes. Students and the teacher revise future learning needs. By assessing what the students have learned so far, what they need to learn, and how the teacher will plan for their future learning. It incorporates both notions of feedback and feed-forward in learning.

Implementation and Evaluation**High-Impact Teaching Strategies & Instruction**

To further achieve improved outcomes for all students, and to enhance high-quality teaching, the teachers at Atwell College provide high-impact lessons in which critical content is taught through guided practice to empower all students to work independently. At Atwell College, teachers prioritise the use of high-impact instruction embedded within the iSTAR framework such as:

Setting Goals

Lessons have clear learning intentions with goals that clarify what success looks like.

Explicit Teaching

Teachers adopt explicit teaching practices that clearly show students what to do and how to do it.

Worked Examples

The teacher presents a worked example and explains each step.

Multiple exposure

Provide students with multiple opportunities to encounter, engage with, and elaborate on new knowledge and skills.

Metacognitive Strategies

Teachers use metacognitive strategies to help students develop awareness of their own learning, to self-regulate, and to drive and sustain their motivation to learn.

Full participation tactics

We attune our tactics to align clearly with the content and use them meaningfully.

Daily Review

A short session in which students recall information learned in the previous lesson.

Check for understanding

Where the teacher continually verifies that students are learning what is being taught whilst it is taught.

Questioning

We use open-ended and closed questions to promote critical thinking, to engage and challenge students, and use it as a tool to check student understanding and evaluate the effectiveness of their teaching.

Differentiated teaching

Differentiated teaching are method teachers use to extend the knowledge and skills of every student in every class, regardless of their starting point.

Feedback

We provide timely, individual feedback to help students improve their skills and knowledge.

Assessment

Throughout the learning process, we assess our students' progress using formative and summative assessments. This enables us to adjust our teaching strategies accordingly and provide effective feedback.

Peer observation & self-assessment

Peer observation often carries considerable weight in teacher appraisal and improvement systems and informs professional development needs. It allows teachers to reflect on their practice and receive feedback from colleagues to identify areas for improvement. At Atwell College, teachers actively participate in classroom observation to support the development of effective high-impact teaching practices. After each lesson, we seek to reflect on our teaching practices and evaluate their effectiveness. We also seek students' feedback to ensure we are meeting their individual needs.

Review and Revision

We regularly collect and analyse data related to student achievement, teacher performance, and program effectiveness. Data analysis is conducted bi-annually, and the findings are used to make data-driven decisions that lead to continuous improvement measured against our strategic improvement plan. The data analysis process is transparent, and results are shared with all stakeholders.

This policy will be regularly reviewed and updated as necessary to ensure its continued effectiveness in achieving its purpose.