



NHS

Teaching and Learning Framework

*What we value and how we operate in our
classrooms*

Model for Curriculum Development, Instruction & Assessment



What we teach

AUSVELS

VCE

Powerful Learning and Curiosity Frameworks

Our Curriculum – a guaranteed learning experience

Curriculum documentation

Using an Understanding by Design Framework – What is it that we want our students to be able to demonstrate an understanding of - (AUSVELS Standards)

Powerful Learning and Curiosity Frameworks

Curiosity Framework Theories of Action

- Assessment for Learning
- Learning intention, lesson narrative and pace
- Challenging Tasks
- Effective feedback
- Academic Vocab. & High Reliability Teaching Practises
- Effective questioning
- Effective use of ICT

NHS Lesson Model

School Focus / Quadrants of Action

- **Instruction and Delivery**
 - Common Instructional Practices – Curiosity Theories of Action
- **Knowing your students**
 - Accessing student data and adapting curriculum accordingly
- **Support & Extend**
 - Use of explicit learning intentions and differentiated tasks / success criteria
- **Assessment and Feedback**
 - Assessment for learning – self and peer and teacher feedback that identifies the next step

How we teach it

How learning is assessed

Formative Assessment

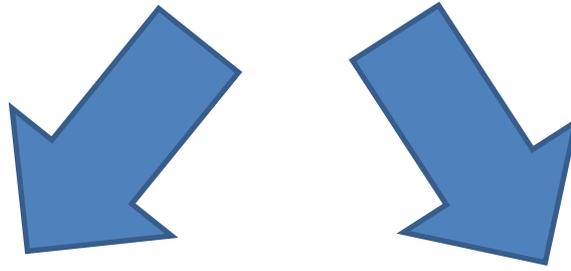
Ongoing timely feedback to students from self, peer and teacher that identifies the next steps for learning

Summative Assessment

Focussed on the performance demonstrations identified using agreed graded assessment tasks accompanied by a task specific rubric and supported by teacher moderation where possible.

Achievement reported to parents and students

Our School and Faculties value the following in the process of Teaching and Learning



Challenging Tasks

That:

- Are clearly defined
- Are open ended
- Encourage learning through doing
- Allow students to brainstorm approaches
- Encourage student to visualise their thinking

Documented Curriculum

That:

- Is sequential
- Follows an Understanding by Design approach
- Is engaging and accessible for students
- Is available on our Learning Management System
- Is common across all classes

High Order Thinking

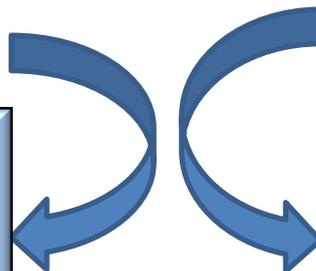
That makes use of:

- High inference inquiry
- Higher order questioning and responding
- Substantive conversations
- Collaboration
- Use of Academic Vocabulary

Fostering Self Esteem and Self Efficacy

Through the use of:

- Learning intentions
- Learning goals and identified next steps for learning
- Positive behaviours
- Student Agency
- Cooperative group
- Effective feedback
- Clean and safe classroom spaces



Reflective Practice

Where we:

- Share examples of best practice
- Obtain and act on student feedback
- Develop, implement and evaluate curriculum
- Set goal for continual improvement
- Access professional learning