



**NHS**

# Teaching and Learning Framework

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



# Model for Curriculum Development, Instruction & Assessment

What we teach

Vic Curriculum

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 - (Vic Curriculum 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 / Extending Each Student**
  - Accessing student data and adapting curriculum accordingly
  - Use of explicit learning intentions and differentiated tasks / success criteria
- **Stimulating Learning**
  - Providing for student choice within the curriculum
  - Variety of instruction
- **Assessment and Feedback**
  - Assessment for learning – self and peer and teacher

How we teach it

**Formative Assessment**

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

**Summative Assessment**

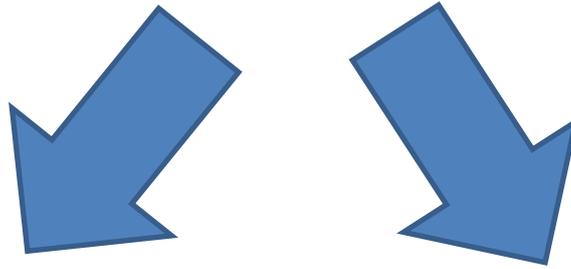
Focused on the performance demonstrations identified using agreed graded assessment tasks accompanied by a task specific rubric and supported by teacher moderation where possible.

How learning is assessed

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**

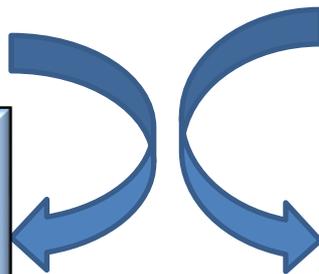
That makes use of:

- 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

# NHS Lesson Model

## Preconditions for highly effective teaching in

### Every Classroom, Every day:

Teacher action	Teachable idea or skill	Co-construction teacher & student	
✓			<b>Knowing our students.</b> Teachers have learnt about their students using a variety of data and interpersonal communication that show an interest in the student as a person and a learner.
✓			<b>Connecting with students.</b> Teachers have made a connection with each student on a personal level so that the child feels known, safe to ask questions, connected to the teacher
✓	✓	✓	<b>Connecting the class.</b> A sense of 'group' has been formed. Eg "We are a group who will be doing [subject] together"
✓	✓	✓	<b>Relational and Positive Behavior Norms:</b> Shared values and expectations have been established and articulated and are actively taught (recognizing that these are learned behaviours and can be taught and missteps can be acknowledged). Eg: "We treat each other's ideas with respect and interest and engage with them." "We come prepared." "We respond to feedback." "We return work on time." "We are on time to class".
✓	✓	✓	<b>Learning and Teaching Behavior Norms:</b> Organisational norms and routines for the classroom that enable efficient use of learning time have been established in line with school-wide agreements. Eg. teaching students how to organize their books, represent ideas, follow a structure, write legibly, track corrections and changes, track questions", etc. "We are careful with mathematical ideas and are curious about patterns and problems." "We will write every day using the language of our subject." "We experiment with possibilities." "We analyze errors and missteps." "We ask questions."

#### E5 capabilities:

- Develop shared norms
- Establish learning goals
- Determine readiness for learning

#### Powerful Learning:

- Prioritise high expectations & authentic relationships.
- Adopt consistent learning protocols (within the class & across the school)
- Adopt consistent teaching protocols (across the school)
- Commit to assessment for learning

#### How Learning Works Principles:

- Student prior knowledge
- Knowledge Organisation
- Student Motivation
- Mastery
- Practice and Feedback
- Student Development and Course Climate
- Self-Directed Learning

# NHS Lesson Model

Stage of Lesson	Evidence based Frameworks <b>E5 Capabilities</b> Powerful Learning / Curiosity link How Learning Works Principles	Questions	Observable Behaviours Identified by NHS Teachers
Learning Intention and Success Criteria	<b>Establish Learning Goals</b> "Harness learning intentions, narrative and pace" How Learning Works Principles	Where are the students at?  What will the students learn?  What AusVELS skill or knowledge is it connected to?	<ul style="list-style-type: none"> <li>• Write LI and SC on the board or in digital presentation</li> <li>• Have a discussion with the students about what the learning is (context/narrative)</li> <li>• Use Student Friendly Language</li> <li>• Make explicit what will be expected of the students at the end and throughout the lesson.</li> <li>• Connect learning to real world issues</li> </ul>
Engage	<b>Determine readiness for learning</b> <b>Prompt inquiry</b> "Emphasise enquiry focused teaching" "Commit to assessment for learning" How Learning Works Principles	How can I activate prior knowledge?  What will stimulate their interest?  Are the concepts challenging enough to generate curiosity?	<ul style="list-style-type: none"> <li>• Stimulate curiosity</li> <li>• Utilise Youtube clips/ games/questions/predictions/wordle/brain storms/non linguistic representations/ connections to real life</li> <li>• Access Prior knowledge (Munro)</li> </ul>
New Information	<b>Present new content</b> <b>Develop language and literacy</b> <b>Strengthen connections (between ideas and knowledge)</b> <b>Facilitate substantive conversation</b> "Set challenging learning tasks" "Frame higher order questions" "Connect feedback to data" How Learning Works Principles	What concepts or vocabulary do they need?  How will I challenge individuals or groups to be extended beyond their current level of knowledge?	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Gradual Release of Responsibility "Modeling"</li> <li>• High Reliability Literacy Teaching Practices</li> <li>• Reading prompts</li> <li>• Providing Concrete Examples</li> <li>• Explicit teaching of relevant Vocabulary</li> <li>• Provide steps to scaffold</li> <li>• Presenting the concept in multiple ways</li> </ul>
Activity	<b>Facilitate substantive conversation</b> <b>Cultivate higher order thinking</b> <b>Monitor progress</b> "Emphasise enquiry focused teaching" "Set challenging learning tasks" "Frame higher order questions" "Implement cooperative groups" "Connect feedback to data" How Learning Works Principles	How does the activity relate back to the learning intention?  Do all students know what they have to do?  Is the activity too easy or too hard for anyone – differentiated for groups?  Are there opportunities for student choice / agency?	<ul style="list-style-type: none"> <li>• Challenge the students</li> <li>• Provide opportunities for student agency (meaningful choice)</li> <li>• Blooms (Understand, apply, synthesise and analyse)</li> <li>• Gradual Release of responsibility "I do....You do"</li> <li>• Summarise and Question</li> <li>• Collaborative learning activities</li> <li>• eLearning</li> <li>• Jigsaw activity</li> <li>• Generating and testing hypothesis</li> <li>• Similarities and differences</li> </ul>
Review Reflect	<b>Assess performance against standards</b> <b>Facilitate student self assessment</b> "Connect feedback to data" "Commit to assessment for learning" How Learning Works Principles	Has the Learning Intention been met?  Has everyone understood and progressed as expected?  Where to next?	<ul style="list-style-type: none"> <li>• Class discussion in reference to Success Criteria</li> <li>• Self reflection in reference to Success Criteria</li> <li>• Peer assessment</li> <li>• Teacher observations and feedback (Should also occur through the "Activity" phase)</li> <li>• Strategic questioning (wait time)</li> <li>• Rating scale in reference to Success Criteria</li> <li>• Homework offered based on student achievement of Success Criteria</li> </ul>

## Post-lesson:

Teacher action	Student action	
✓	✓	Engage in reflection on what went well.
✓		Respond to work submissions in the timely manner agreed with students.
✓		Reflect on where students / groups of students got to in a sequence of learning. Prepare for the next stage of the sequence of learning for those students.
✓	✓	Engage with colleagues around what is working. Collectively agree on any refinements needed to the curriculum for next time this unit is taught.

### E5 capabilities:

- Assess performance against standards

### Powerful Learning:

- Commit to assessment for learning

### How Learning Works Principles:

- Student prior knowledge
- Knowledge Organisation
- Student Motivation
- Mastery
- Practice and Feedback
- Student Development and Course Climate
- Self-Directed Learning

## Our Guides:

- E5
- Powerful Learning
- John Hattie – Visible Learning
- Marzano – Instructional Strategies That Work
- Lemov – Teach Like a Champion
- Ambrose et al – How Learning Works
- George Sugai – Positive Behaviours