



HOW DO WE IMPACT LEARNING?



IN THE CLASSROOM

- Evidence-based instructional strategies
- NHS Learning Sequence (LENAR)
- Knowing our students
- Timely feedback & feed-forward
- Learner agency
- High expectations and high support



WITH OUR COLLEAGUES

- Faculty & course teams
- Professional Learning Communities focused on student growth
- Plan rich learning experiences
- Prepare curriculum and resources
- Plan for assessment



DEVELOPING OURSELVES

- Teachers are learners & committed to growth
- Reflection on practice
- Professional reading and learning
- Observation and seeking feedback from peers and students
- Performance & development

WHAT SUPPORTS THIS?

RESEARCH & FRAMEWORKS

- High Impact Teaching Strategies (HITS)
- Curiosity and Powerful Learning
- Visible Learning
- How Learning Works
- Understanding by Design
- NHS Learning Partnerships

TOOLS

- myNorthcoteHigh
- Curriculum templates
- Common Assessment Tasks & rubrics
- Moderation of student work
- Feedback from students
- Continuous reporting

PROFESSIONAL LEARNING

- PLC teams
- Faculty time
- Staff workshops
- Subject and professional organisations
- Reading and research
- External courses

COLLABORATION AT NORTHCOTE

You will work with your colleagues to plan for and progress learning

In your Faculty

Even if you're teaching in several areas, you will belong to one Faculty. Here you will:

- plan course content and progression across and through the levels
- continue to develop and share expertise in your subject area
- plan and engage in Faculty events and activities
- be a member of a Course team
- actively engage with the planning done on your behalf by other course teams

In your Course team you will:

- use Understanding by Design to plan curriculum and learning activities based on key knowledge, skills and dispositions
- develop common formative and summative assessment tasks and moderate student work
- support your colleagues by documenting and sharing this work on myNorthcoteHigh

In your PLC

You will also be a member of a Professional Learning Community (PLC) team. Usually this will be with members of your Faculty or Course team. In your PLC, you will work together to:

- Use data and evidence from your classes to assess where students are at
- Collectively take responsibility for the learning progress of all students
- Identify the key knowledge and skills they need to take them to the next stage in their learning
- Plan and implement interventions to progress all students
- Refine, test and develop best-practice pedagogical strategies
- Reflect on your impact and seek feedback to continue to improve
- Observe others' practices for your own and their professional learning



TEACHING & LEARNING AT NORTHCOTE

Every learner is
known and
understood so that
every learner makes
maximum progress.

PRECONDITIONS

Teacher action

KNOWING OUR STUDENTS
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.

Teacher action

CONNECTING WITH STUDENTS
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

Teacher action
Teachable idea or skill
Co-construction teacher & student

CONNECTING THE CLASS
A sense of 'group' has been formed. E.g. *"We are a group who will be doing [subject] together"*

Teacher action
Teachable idea or skill
Co-construction teacher & student

RELATIONAL AND POSITIVE BEHAVIOR NORMS
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). E.g. *"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."*

Teacher action
Teachable idea or skill
Co-construction teacher & student

LEARNING AND TEACHING BEHAVIOR NORMS
Organisational norms and routines for the classroom that enable efficient use of learning time have been established in line with school-wide agreements. E.g. 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."*

THE NORTHCOTE LEARNING SEQUENCE

STAGE OF LESSON	QUESTIONS	OBSERVABLE BEHAVIOURS IDENTIFIED BY NHS TEACHERS
1 Learning Intention and Success Criteria	<ul style="list-style-type: none"> Where are the students at? What will the students learn? What Vic Curriculum or other skill or knowledge is it connected to? 	<ul style="list-style-type: none"> Write LI and SC on the board or in digital presentation Have a discussion with the students about what the learning is (context/narrative) Use Student Friendly Language Make explicit what will be expected of the students at the end and throughout the lesson. Connect learning to real world issues
2 Engage	<ul style="list-style-type: none"> 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"> Stimulate curiosity Utilise Youtube clips/ games/questions/ predictions/wordle/brainstorms/non linguistic representations/ connections to real life Access Prior knowledge (Munro) Use formative assessment
3 New Information	<ul style="list-style-type: none"> 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"> Presentations Gradual Release of Responsibility "Modeling" High Reliability Literacy Teaching Practices Reading prompts Providing Concrete Examples Explicit teaching of relevant Vocabulary Provide steps to scaffold Presenting the concept in multiple ways
4 Activity	<ul style="list-style-type: none"> 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"> Challenge the students Provide opportunities for student agency (meaningful choice) Blooms (Understand, apply, synthesise and analyse) Gradual Release of responsibility "I do....You do" Summarise and Question Collaborative learning activities eLearning Jigsaw activity Generating and testing hypothesis Similarities and differences
5 Review Reflect	<ul style="list-style-type: none"> Has the Learning Intention been met? Has everyone understood and progressed as expected? Where to next? 	<ul style="list-style-type: none"> Class discussion in reference to Success Criteria Self reflection in reference to Success Criteria Peer assessment Teacher observations and feedback (Should also occur through the "Activity" phase) Strategic questioning (wait time) Rating scale in reference to Success Criteria Homework offered based on student achievement of Success Criteria

POST-LESSON

Teacher action

Engage in reflection on what went well.

Teacher action

Respond to work submissions in the timely manner agreed with students.

Teacher action

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.

Teacher action
Student action

Engage with colleagues around what is working. Collectively agree on any refinements needed to the curriculum for next time this unit is taught.

Excellent teaching in every classroom, every day.