Charles La Trobe
College

Teaching and Learning Charter

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Why a Teaching and Learning Charter?

This Charter embodies the interrelated areas of curriculum *(Learning)*, pedagogy *(Teaching)* and assessment and is underpinned by the College Values of Respect, Excellence, Acceptance and Leadership.*

The Teaching and Learning Framework outlined here is a collective statement of the core beliefs around what effective teaching and learning looks like at Charles La Trobe College. It is more than just theory; it is a statement of how we work. It clarifies the expectations of every teacher and student as we work towards achieving our moral purpose.

The charter is comprised of five elements that support a student-centered focus for teaching and learning:

- **Element # 1** A Positive Climate for Learning
- **Element # 2** Collaborative Practice
- **Element # 3** High-Impact Teaching Strategies
- **Element # 4** Data-Driven Instructional Model
- **Element # 5** A Guaranteed and Viable Curriculum

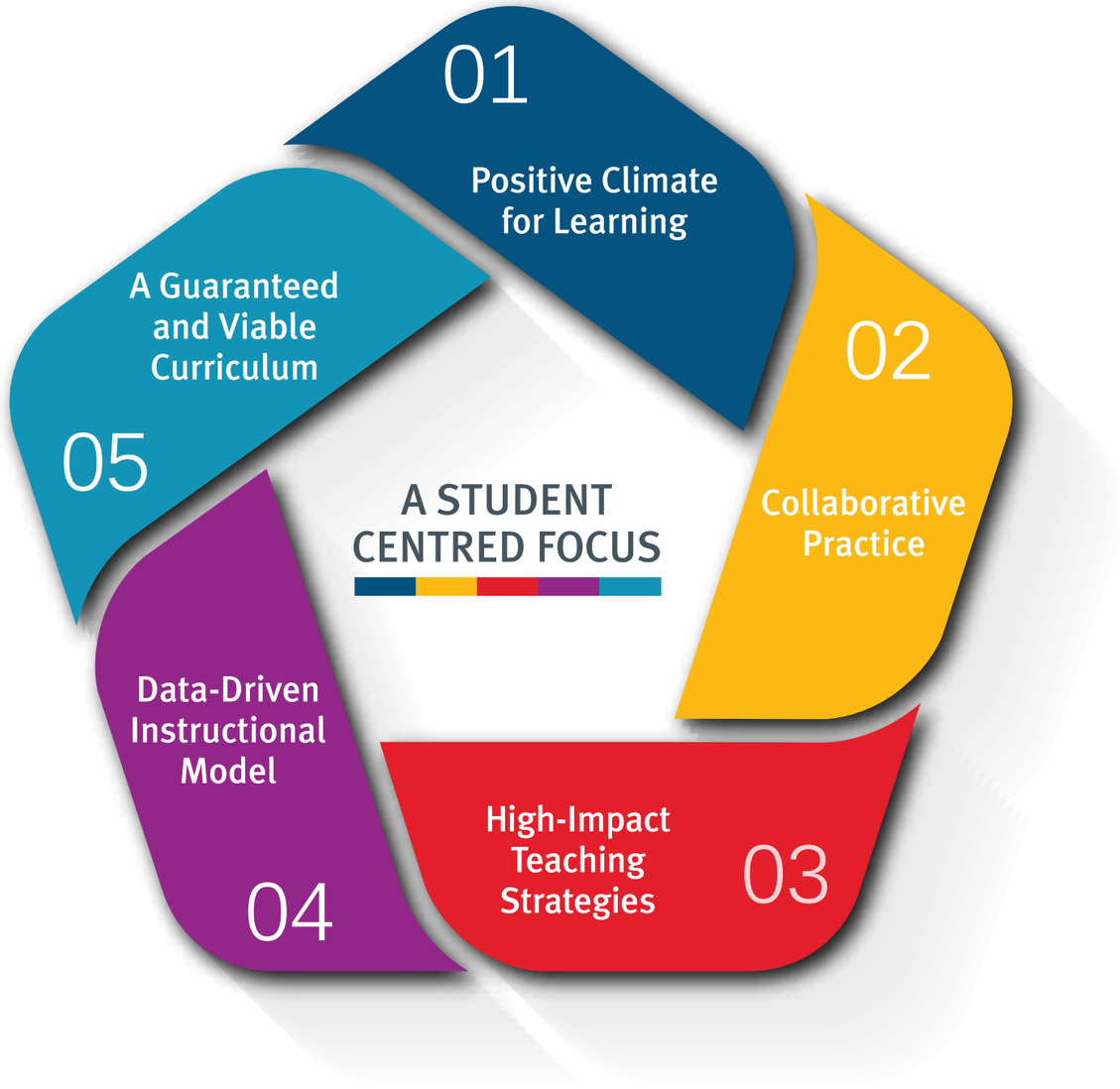
In embracing this Teaching and Learning Charter, we, the community of Charles La Trobe College dedicate ourselves to the belief that:

> ***"Every student fulfils their personal potential and is prepared for life's pathways."***

*Further support material on each aspect of the Charter can be found via the Staff Administration Manual and in the Staff Course on the Canvas Learning Management System.

Our Teaching and Learning Charter

"At CLTC, we meet students where they are and work together to help each child improve."



Our Teaching and Learning Charter reflects the initiatives outlined in the Victorian Government's "Framework for Improving Student Outcomes". Our approach to teaching employs evidence-based, high-yield strategies, which are recognised for their ability to have a positive impact on student improvement.

Our College Narrative

To strive, to seek, to excel

Charles La Trobe College is a community of culturally and socially diverse learners. We strive to build the capacity for all learners to achieve their personal best and our work is driven by a growth mindset that 'Everyone can achieve'. We have caring and supportive staff who understand their students and are dedicated to helping them succeed. We provide a safe and orderly learning environment, which is built upon positive and authentic relationships. Mutual respect between staff and students is evident and is an expectation.

The school is committed to its **REAL** values: Respect, Excellence, Acceptance and Leadership, which inform our daily practice and are promoted at every opportunity.

We offer a range of unique programs. We are technologically innovative and offer a range of extra-curricular activities, which reflect the distinct learning needs of our students. Student voice is developed through a well-established and vibrant Student Leadership program.

Professional Learning Communities and Professional Engagement Teams provide the structure for collaborative planning and the sharing of ideas, with a student-centred focus. Teams work hard and they accept and embrace change; they take collective responsibility for student engagement and behaviour. Strong curriculum leadership ensures that teaching and learning programs remain current and are meticulously audited and meet State Government expectations. Teachers have a firm understanding of how students learn and use data to inform their practice and to help students identify areas for growth.

The Leadership Team is focussed on what is core to the business of effective teaching and learning. They work collectively to provide clear processes, structures and protocols and support, to allow teachers to do their best. They model and promote the vision, values and culture of our school community. Together we lead the college forward in becoming the school of first choice for our local community.

As we grow, you will see the further development of rich and meaningful learning opportunities where students take ownership and responsibility for developing their skills as part of a project-based and inquiry learning culture. You will see the growth in the capacity of students to collaborate and drive their own education, facilitated and supported by knowledgeable and caring staff, who are experts in their fields.

You will recognise a Charles La Trobe student as someone who is highly engaged and intrinsically motivated to learn. Our VCE offerings will expand and students will emerge, equipped to take up meaningful roles in their community.

A graduate of Charles La Trobe College will be recognisable by their ability to think, create and work collaboratively in a diverse world, because they demonstrate the values of Respect, Excellence, Acceptance and Leadership.

"We believe passionately in the potential of every student, at any age, to achieve their best, to be their best."

Our College Values

R

Respect

We protect the right of all students to learn and teachers to teach. Mutual respect and personal responsibility of all members of the college community enables us to provide a safe and orderly learning environment.

E

Excellence

We encourage our staff and students to be reflective, resilient and confident; to set high expectations for themselves and others as they strive towards personal excellence.

A

Acceptance

We believe diversity is a strength. We promote diverse ways of learning, thinking and knowing to cultivate open minds and facilitate willingness to take risks to solve new problems. We are inclusive and build positive relationships by accepting one another.

L

Leadership

We believe that strong leadership is vital for our community to thrive. Our student and staff leadership teams are inclusive, visionary and responsive to those they serve. We encourage all students to think and behave as leaders by supporting them to be self-motivated, disciplined and by having high expectations of themselves.

A Positive Climate for Learning

• Empowering students and building school pride • Setting high expectations and promising inclusion

At Charles La Trobe College, we understand that authentic relationships take time to develop. We work hard to build trust, show a genuine interest and get to know each of our students. We seek to understand and embrace their background, their interests, their goals and concerns. Students talk freely with us because we provide a positive, respectful, safe and supportive place for them to grow. We provide a range of opportunities for students to seek support, because we understand that everyone is different. We understand mistakes will be made and that is okay. As a community, we are focussed on the future and celebrate the positives in our students. We demonstrate consistency so that our students know where they stand with us. We provide boundaries and guidelines, but are flexible in our approach. We understand that learning happens outside of the classroom and seek to be positive role models who share our interests with our students. We have high expectations for everyone within the Charles La Trobe Community and believe that every individual has the power to succeed.

We adopt a holistic approach to the development of each child through:

- Maintaining a safe and orderly learning environment
- Behaviour interventions
- Collaborative learning
- Targeted social and emotional learning
- Learning Mastery – *where Learning Goals and Success Criteria are used to identify mastery of a unit of learning*
- High expectations
- A focus on teaching at each child's Zone of Proximal Development
- Individual Learning Plans (ILPs) developed through the SSG process.

Developmental Management Model*

As part of a school-wide positive behaviours support, teachers and students follow the **Ramon Lewis model**, which strives to make students responsible for their own pro-social and learning behaviours, as well as that of their peers. It highlights the rights of students to learn and the rights of teachers and students to feel emotionally and physically safe, along with the associated responsibilities shared by all in the classroom. It supports teachers to promote self-regulation in students through a system of recognition of positive behaviours, hinting to promote self-regulation, use of the 'adult' voice and a move away from punitive discipline.

Classrooms function based on two clear value statements:

"Everyone has the right to learn" and **"Everyone has the right to feel safe"**

It is an expectation that teachers are familiar with and consistently follow the Behaviour Management Process and include students in the resolution through follow up conferences and documentation on Compass.

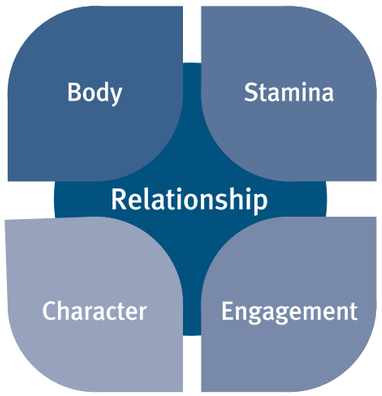
• Health and well-being • Intellectual engagement and self awareness

Health and Well-being

Respectful Relationships and the Berry Street Education Model

The **Respectful Relationships** program is a whole school approach towards promoting gender equity and supporting students and staff affected by family and gender-based violence. In the family violence prevention space, the term 'Respectful Relationships' has a very specific meaning: the building and promotion of gender equity in relationships and the challenging of gender stereotypes. Respectful Relationships is about tackling family violence through education. The approach aims to build a culture of respect and equality.

The **Berry Street Education Model** provides strategies to engage children, particularly those who are vulnerable or disadvantaged, so they can achieve their personal and social potential through educational achievement.



These strategies include the areas of:

- **Body:** Building school-wide rhythms and body-regulation through a focus on physical and emotional regulation of the stress response, de-escalation in school and classroom contexts, and mindfulness opportunities throughout the school day
- **Relationship:** Increasing relational capacities in staff and students through attachment and attunement principles with specific relationship strategies with difficult to engage young people
- **Stamina:** Creating a strong culture of independence for academic tasks by nurturing resilience, emotional intelligence and a growth mindset
- **Engagement:** Employing engagement strategies that build willingness in struggling students
- **Character:** Harnessing a values and character strengths approach to enable successful student self-knowledge, which leads to empowered future pathways.

*For more explicit detail, consult the Staff Administration Manual

Collaborative Practice

• Professional Learning Communities • Professional Engagement Teams • Action Research Model

Evidence demonstrates high-quality teaching and effective school leadership are essential to improving student-learning outcomes. Research also shows that increasing teacher effectiveness is the most critical in-school driver to improve outcomes. At Charles La Trobe College, teachers engage in communities of practice called **Professional Learning Communities (PLCs)** and smaller **Professional Engagement Teams (PETs)** where they work together to plan, question, research and review as part of a continual cycle of improvement to develop deep content knowledge and expertise. Professional Learning Communities provide the culture and structure teachers need to effectively collaborate, reflect on and evaluate the impact of their teaching on student learning. They gather evidence to determine what they can do to improve their professional practice. We believe our students deserve the highest quality of teaching to maximise their chances of success.

Action Research through the Professional Engagement Teams allows teachers to collectively hone their skills by engaging in an inquiry-learning process including: evaluating and diagnosing, prioritising and setting goals, developing, planning and implementing.

Action Research questions are developed by the Professional Engagement Teams themselves and are directly connected to their work and aspects of the high-yield, evidence-based teaching strategies outlined in the Teaching and Learning Charter. This work is shared in PLC meetings as part of our ongoing, collaborative cycle of improvement.

High-Impact Teaching Strategies

A focus on the conscious use of evidence-based, high-yield teaching strategies to impact student outcomes and close the gap.

Quality teaching at Charles La Trobe is demonstrated using High Impact Teaching Strategies, as outlined by the Victorian State Government's ***Framework for Improving Student Outcomes***. Teachers work together through their **PLCs** and **PETs** to develop their competencies around these strategies and lead others in their professional development. It is an expectation that all staff endeavour to understand and can demonstrate these competencies. Resources relating to each element can be found on the College Learning Management System.

High Impact Teaching Strategies

Setting Goals

Lessons have clear learning intentions with goals that clarify what success looks like. Lesson goals always explain what students need to understand, and what they must be able to do. This helps the teacher to plan learning activities and helps students understand what is required.

Key elements
- Based on assessed student needs
- Goals are presented clearly so students know what they are intended to learn
- Can focus on surface and/or deep learning
- Challenges students relative to their current mastery of the topic
- Links to explicit assessment criteria

Differentiation

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

The objective is to lift the performance of all students, including those who are falling behind and those ahead of year level expectations. To ensure all students master objectives, effective teachers plan lessons that incorporate adjustments for content, process, and product.

Key elements
- High quality, evidence based group instruction
- Regular supplemental instruction
- Individualised interventions

Lesson Structure

A lesson structure maps teaching and learning that occurs in class. Sound lesson structures reinforce routines, scaffold learning via specific steps/activities. They optimise time on task and classroom climate by using smooth transitions. Planned sequencing of teaching and learning activities stimulates and maintains engagement by linking lesson and unit learning.

Key elements
- Clear expectations
- Sequencing and linking learning
- Clear instructions
- Clear transitions
- Scaffolding
- Questioning/ feedback
- Formative assessment
- Exit cards

Explicit Teaching

When teachers adopt explicit teaching practices they clearly show students what to do and how to do it.

The teacher decides on learning intentions and success criteria, makes Them transparent to students, and demonstrates them by modelling. The Teacher checks for understanding, and at the end of each lesson revisit what was covered and ties it all together (Hattie, 2009).

Key elements
- Shared learning intentions
- Relevant content and activities
- New content is explicitly introduced and explored.
- Teacher models application of knowledge and skills
- Worked examples support independent practice.
- Practice and feedback loops uncover and address misunderstandings

Worked Examples

A worked example demonstrates the steps required to complete a task or solve a problem. By scaffolding the learning, worked examples support skill acquisition and reduce a learner's cognitive load. The teacher presents a worked example and explains each step. Later, students can use worked examples during independent practice, and to review and embed new knowledge.

Key elements
- Teacher clarifies the learning objective, then demonstrates what students need to do to acquire new knowledge and master new skills
- Teacher presents steps required to arrive at the solution so students' cognitive load is reduced and they can focus on the process
- Students practice independently using the worked example as a model

Multiple Exposures

Multiple exposures provide students with multiple opportunities to encounter, engage with, and elaborate on new knowledge and skills.

Research demonstrates deep learning develops over time via multiple, spaced interactions with new knowledge and concepts. This may require spacing practice over several days, and using different activities to vary the interactions learners have with new knowledge.

Key elements
- Students have time to practice what they have learnt
- Timely feedback provides opportunities for immediate correction and improvement

Questioning

Questioning is a powerful tool and effective teachers regularly use it for a range of purposes. It engages students, stimulates interest and curiosity in the learning, and makes links to students' lives.

Questioning opens up opportunities for students to discuss, argue, and express opinions and alternative points of view. Effective questioning yields immediate feedback on student understanding, supports informal and formative assessment and captures feedback on effectiveness of teaching strategies.

Key elements
- Plan questions in advance for probing, extending, revising and reflecting
- Teachers use open questions
- Questions used as an immediate source of feedback to track progress/understanding
- Cold call and strategic sampling are commonly used questioning strategies

Collaborative Learning

Collaborative learning occurs when students work in small groups and everyone participates in a learning task.

There are many collaborative learning approaches. Each uses varying forms of organisation and tasks.

Collaborative learning is supported by designing meaningful tasks. It involves students actively participating in negotiating roles, responsibilities and outcomes.

Key elements
- Students work together to apply previously acquired knowledge
- Students cooperatively solve problems using previously acquired knowledge and skills
- Students work in groups that foster peer learning
- Groups of students compete against each other

Metacognition

Metacognitive strategies teach students to think about their own thinking. When students become aware of the learning process, they gain control over their learning.

Metacognition extends to self-regulation, or managing one's own motivation toward learning. Metacognitive activities can include planning how to approach learning tasks, evaluating progress, and monitoring comprehension.

Key elements
- Teaching problem solving
- Teaching study skills
- Promotes self-questioning
- Classroom discussion is an essential feature
- Uses concept mapping

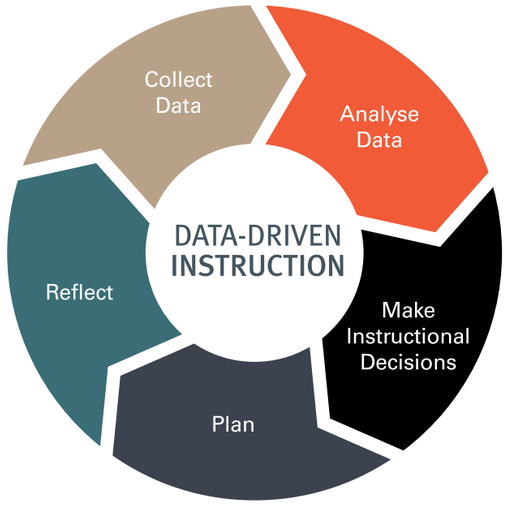
Data-Driven Instructional Model

"We learn from data and base decisions and actions on what the evidence says about the gap, and where and how the gap will be closed."

There are two primary reasons teachers use data: to understand how their students are doing and to generate feedback to tailor instruction. Teachers regularly collect data in the form of pre-and post-tests, formative and summative assessments, attendance and behaviour data, to develop a holistic view of the student and to track progress over time. Developed annually, year level assessments detail the nature and timing of assessment and are shared in part with the students. Measurements of student learning are mapped out along with the formal benchmark data in the Assessment Schedule and the identification of summative assessments in the teaching and learning plans.

These year level plans ensure:

- there is an alignment between what is taught and what is assessed
- assessments are aligned to the achievement standards and study designs
- a range and balance of assessment types are used *(multiple choice questions, investigation, practical report, short answer questions, exam/test, assignment/project, essay, multimedia presentation, case studies, learning contract, reflective journal)*
- assessment caters for students with diverse learning needs and are accessible and equitable
- all students can demonstrate the depth of their knowledge, understanding and/or skills.



The Data-Driven Instructional Model

Data-driven instruction is characterised by cycles that provide a feedback loop in which teachers plan and deliver instruction, assess student understanding through the collection of data, analyse the data and then plan instruction based on insights from their analysis. Activities that support data-driven instruction, such as lesson planning, reviewing student performance, coaching students and collaborating with other teachers, are an expectation of all staff.

Staff are supported in this work using data analysis software **SPA** and **PAT**, which provide detailed, graphical summaries of student performance over time. This data, along with moderation check points that are built into the meeting schedule, provide staff with an overview of each child's progress compared to cohort, state and national benchmark levels. This in turn is used to inform teaching and learning pathways.

Empowering students with data

Data are usually only visible to teachers, depriving them of students as a key ally and partner in the learning. Providing students with a clear view of what they have mastered and what skills they need to learn helps them take ownership of their learning. Charles La Trobe teachers include their students in the discussion of data results and use the findings to set learning goals and monitor progress over time.

The three key phases of data-driven instruction: Collecting data, analysing data, and planning instruction based on the data.

Collecting data

- Gather artefacts of learning
- Determine benchmark data
- Develop an assessment schedule
- Measure student attendance and engagement in class
- Administer pre-and post-tests
- Administer quick formative assessments
- Check for understanding using exit tickets
- Check student understanding of learning intentions and success criteria
- Measure student understanding using rubrics and assessment criteria
- Provide detailed feedback
- Access the Victorian Curriculum and VCE Study Designs
- Administer end of topic tests
- Use Summative assessments at the end of a unit or topic

Analyse

- Consider trend data
- Determine student entry point
- Identify the focus of data analysis, what question are you looking to answer?
- Measure benchmark data against other data sources
- Identify and separate judgment and inherent bias
- Understand the purpose of the test
- Compare student achievement
- Describe data sets using judgment free statements
- Analyse the question
- Predict student performance
- Identify learning gaps

Data-Driven Instruction

- Use identify learning gaps to create SMART goals
- Consider the end goal
- Identify intervention needs for individual students
- Create cohort achievement groups (or 'levels')
- Identify individual student strengths and weaknesses
- Include student in the discussion of goals and benchmarks
- Allow progression based on mastery
- Plan progress checkpoints

A Guaranteed and Viable Curriculum

"A guaranteed and viable curriculum ensures that all students have an equal opportunity to learn."
'What works in schools' – Robert Marzano

Prior to commencing a learning unit, teachers document their teaching and learning plans according to the agreed College planning guidelines.* These plans clearly demonstrate:

- Overall learning goals
- Key vocabulary
- Achievement standards
- Suggested formative assessments and resources
- Summative assessments aligned to the Victorian Curriculum and VCE study designs
- A suggested Pathway of Learning.

Plans are lodged on the college Learning Management System, which ensures consistency across classes and accessibility for all staff. When delivering their programs, teachers use the Victorian Curriculum continuum along with Individual Learning Plans to adjust and modify their programs, to ensure equity for all students.

Differentiation

"Differentiation is catering to the learning needs of every student and recognising the various learning abilities within your classroom, allowing all students to access learning opportunities and work in their Zone of Proximal Development. It can be recognised when all students are able to access the learning and can achieve success with their learning goals."

– CLTC Staff statement.

When planning lessons, teachers consider the **Universal Design for Learning** principles to differentiate for their students. This involves consideration of and allowance for:

- Multiple means of **representation** to give learners various ways of acquiring information and knowledge
- Multiple means of **expression** to provide learners alternatives for demonstrating what they know
- Multiple means of **engagement** to tap into learners' interests, challenge them appropriately and motivate them to learn.

"**Universal Design for Learning** (UDL) is an educational framework based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments that can accommodate individual learning differences." (Rose & Meyer, 2002)

Differentiating teaching and learning requires knowledge of each student's background and experiences, interests, readiness and learning needs. Teachers use this knowledge to identify barriers to student learning in order to plan and implement flexible curriculum; teaching strategies, learning experiences and assessments that provide multiple pathways for learning for every student. This ensures all students have equitable access to curriculum and are able to demonstrate success. Knowing your students is the key to differentiating teaching and learning – what they know and can do, what they need to learn next and how best to teach them and monitor their progress. Charles La Trobe is driven by the philosophy that each student can learn and that every student's needs are important. Teachers differentiate at all stages of the teaching, learning and assessment cycle to ensure that all students are able to access and engage in the learning.

Based on a definition from **Education Services Australia**

*Planning templates can be accessed in the CLTC Staff Course on the Learning Management System.

Universal Design for Learning Guidelines

I. Provide Multiple Means of **Representation**	II. Provide Multiple Means of **Action and Expression**	III. Provide Multiple Means of **Engagement**
1: Provide options for observation	**4: Provide options for physical action**	**7: Provide options for recruiting interest**
1.1 Offer ways of customising the display of information	4.1 Vary the methods for response and navigation	7.1 Optimise individual choice and autonomy
1.2 Offer alternatives for auditory information	4.2 Optimise access to tools and assistive technologies	7.2 Optimise relevance, value, and authenticity
1.3 Offer alternatives for visual information		7.3 Minimise threats and distractions
2: Provide options for language, mathematical expressions, and symbols	**5: Provide options for expression and communication**	**8: Provide options for sustaining effort and persistence**
2.1 Clarify vocabulary and symbols	5.1 Use multiple media for communication	8.1 Heighten salience of goals and objectives
2.2 Clarify syntax and structure	5.2 Use multiple tools for construction and composition	8.2 Vary demands and resources to optimise challenge
2.3 Support decoding of text, mathematical notation, and symbols	5.3 Build fluencies with graduated levels of support for practice and performance	8.3 Foster collaboration and community
2.4 Promote understanding across languages		8.4 Increase mastery-oriented feedback
2.5 Illustrate through multiple media		
3: Provide options for comprehension	**6: Provide options for executive functions**	**9: Provide options for self-regulation**
3.1 Activate or supply background knowledge	6.1 Guide appropriate goal-setting	9.1 Promote expectations and beliefs that optimise motivation
3.2 Highlight patterns, critical features, big ideas, and relationships	6.2 Support planning and strategy development	9.2 Facilitate personal coping skills and strategies
3.3 Guide information processing, visualisation, and manipulation	6.3 Facilitate managing information and resources	9.3 Develop self-assessment and reflection
3.4 Maximise transfer and generalisation	6.4 Enhance capacity for monitoring progress	
Resourceful, knowledgeable learners	**Strategic, goal-directed learners**	**Purposeful, motivated learners**

CAST (2011). *Universal design for learning guidelines version 2.0.* Wakefield, MA: Author.

A Guaranteed and Viable Curriculum

Assessment and Feedback

At Charles La Trobe College, reporting and feedback is a progressive process:

- Each child receives ongoing formative feedback and assessment in class
- The Interim Report provides a midpoint evaluation of the child's progress in each subject area
- The Parent Teacher Interviews are an opportunity to discuss in detail the child's progress at a midpoint in the semester
- The process culminates in a final Summative Report each semester.

Individual Learning Plans are created for students with additional learning needs. These plans are developed with the student and their families as part of a Student Support Group and identify learning targets and teaching strategies.

Marking guides (or criteria) accompany all summative assessment pieces to assist students and teachers to judge the quality of responses. Team moderation of student work ensures consistency of teacher judgment. Evidence of learning in the form of Summative Assessments is captured in the students 'e-portfolio' on the Learning Management System. Teachers will assist students to upload these assessment pieces into their portfolios.

Our reports directly reflect the elements outlined in the teaching and learning plans. It is an expectation that students receive ongoing and accurate feedback.

Studies on feedback demonstrate the **VERY HIGH** effect on learning of quality, timely feedback. "Feedback is information given to the learner about their performance relative to learning goals. It should aim towards *(and be capable of producing)* improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or *(the least effective)* about them as individuals. This feedback can be verbal or signed, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers."

Source: *Education Endowment* www.foundations.org.uk

What does effective learning look like at CLTC?

"Every student fulfils their personal potential and is prepared for life's pathways."

PRIMARY LEARNERS

They demonstrate these qualities	To develop this, I will...
They are motivated, positive, persistent and resilient.	Provide positive and timely feedback on work and behaviour and demonstrate unconditional, positive regard. I will maintain a safe and orderly learning environment.
They believe in themselves are willing to have a go. They are brave enough to take chances, even though they might make mistakes. They learn from those mistakes.	Provide opportunities for success by setting achievable goals, model making mistakes and celebrate when you learn from them. There will be explicit teaching of a 'growth mindset'.
They are accepting of others and demonstrate respect to everyone. (Behave the same no matter who is working with them).	Model exemplary behaviour with my students and colleagues. Reinforce the school values of Respect and Acceptance. I will maintain High expectations – expecting best behaviour from everyone.
They are socially capable individuals who know how to self-regulate and demonstrate communal responsibility. They are co-operative and work together and help each other	Explicitly teach social skills, initiating Berry St strategies around self-regulation and mindfulness. Provide opportunities for students to build co-operative skills through collaborative tasks.
As 21st Century Learners they are: • Problem Solvers • Adaptable • Creative thinkers • Curious.	Provide authentic rich tasks and open-ended activities that challenge. Explicitly teach problem solving. Encourage the use of a range of mediums to show understanding. Offer individualised learning using ICT.
They understand and value why they come to school and are engaged in their learning. They have high expectations and want to know how to improve. They look for help when they don't understand.	Set clear goals for learning. Provide timely feedback with "where to next" pointers. I will link the learning to the real world.
They are organised.	Set out clear expectations and routines. Provide a clear timetable. Provide materials that promote organisation (e.g. book boxes, communal pencils, etc.)

SECONDARY LEARNERS

Effective learners demonstrate these qualities...	As a teacher, to help develop these qualities
They are self-motivated.	I will provide positive feedback and recognition in class and through the REAL awards. I will facilitate the gradual handover of responsibility for learning to the student. I will establish a problem-solving environment.
They are resilient.	I will teach students the skill of self-regulation and how not to give up if they get the question wrong. I will show them how to look for new ways to succeed and provide constructive feedback.
They are not afraid to fail and learn from their mistakes.	I will provide opportunities for independent and divergent thought amongst peers. I will provide encouragement, support and positive feedback. I will reward the positives in their attempts.
They have a positive attitude to learning.	I will provide engaging content and demonstrate passion and enthusiasm for that content. I will model positivity and celebrate success.
They are organised.	As teachers, we will each demonstrate consistency in our expectations of students and maintain high expectations of students in this area. We will teach them the organisation skills required for our learning areas.
They take responsibility for their learning.	As teachers, we will each demonstrate consistency in our expectations of students and maintain high expectations of students in this area.
They have high expectations.	As teachers, we will each demonstrate consistency in our expectations of students and maintain high expectations of students in this area.
They see the value in learning.	I will provide authentic learning tasks.
They are engaged.	I will provide meaningful curricula which cater for varied learning styles.
They ask questions when they don't understand.	I will create a safe, accepting learning environment where students feel comfortable and confident to say when they don't understand.

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