

Teaching and Learning at Bannockburn College

At Bannockburn College we believe that all students can learn and achieve success. We also believe that students learn best when; teaching is purposeful, learning is a continuum and students are taught at their point of need, the learning environment is safe and supportive, there is a collective responsibility for learning across the College, student learning is a partnership between the student, school, home and the community. Students have ownership of their learning.

All students can learn and achieve success

At our school:

- we provide a broad range of opportunities for student's learning
- we offer a breadth of curriculum
- teachers use best practice teaching strategies
- teachers adopt a growth mindset
- teachers support students to take risks with their learning

Teaching is purposeful

At our school:

- planning is structured and based on the Victorian Curriculum
- learning intentions are communicated explicitly to students
- students can articulate their learning intention and success criteria
- teachers learn with and from each other to build practice excellence across the College

Learning is a continuum and students are taught at their point of need

At our school:

- teachers use data to plan learning and build on previous learning
- teachers actively promote resilience in learning

The learning environment is safe and supportive

At our school:

- there is a positive climate for learning
- adaptable learning spaces are used to their potential and design intent to enhance learning
- consistent positive behaviour support practices build on the College expectations for students

There is a collective responsibility for learning across the College

At our school:

- teachers plan and teach collaboratively in teams

- teachers are resourced to plan, teach and evaluate learning together.

Learning at school is in partnership with home and the community

At our school:

- learning is related to our community
- connections between our school and wider community are actively sought to support learning
- communication of student learning is planned, consistent and ongoing

Students have ownership of their learning

At our school:

- students are empowered to achieve their individual learning goals with support
- student voice is heard

Structure

Our college is made up of 8 Learning Communities; Ross, Bennett, Blackburn, Clarke, Florey, Hill, Doherty and Eccles, and an Administration building and Community Hub. There are separate Primary and Secondary Learning Communities with multiple year levels in each learning community. In the Primary years, Learning Communities may be multi-aged groupings. This will be reviewed annually on the basis of enrolments. Each student will belong to a Homegroup with a Homegroup teacher. The school day is divided into six - 50 minute sessions.

Working collaboratively

Teacher **Collaborative Teams** are formed within the Learning Community as per the Principal allocation in Workforce Planning. The Collaborative Team members work together to share and critically interrogate their practice and together learn and apply new and better approaches to enhance student learning and achieve continual school improvement.

The Bannockburn College Shared Norms were created by staff for staff. These are our guiding principles in regard to the way we conduct ourselves as professionals. Our Shared Norms are:

Expectations: We will demonstrate highly professional behaviours at all time and expect the same from others.

Decision making: We will contribute to the decision making process when opportunities are provided and support the process and outcomes.

Listening: We will demonstrate attentive listening.

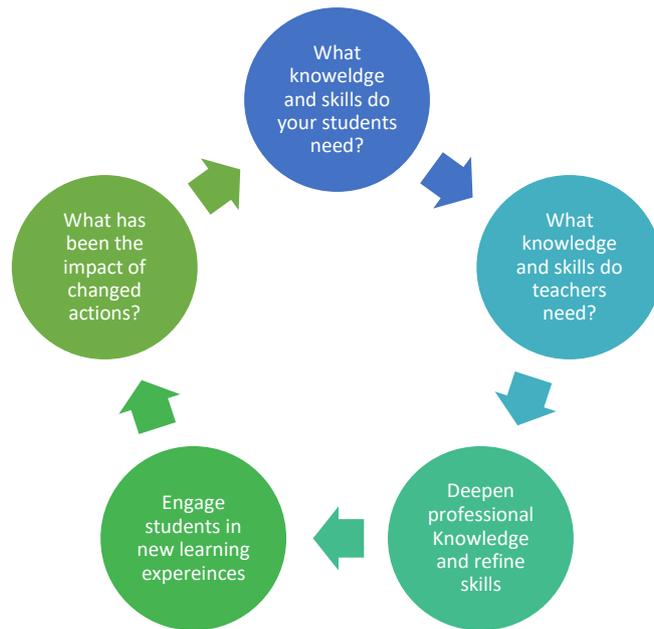
Time: We will be efficient, effective and respectful of others in our use of time.

Participation: We will demonstrate professional courtesy and respect allowing everyone to participate fully.

Confidentiality: We will ensure that communication is professional, respectful and treated with appropriate levels of confidentiality.

Collaborative Team Planning sessions are built into the weekly timetable for Collaborative Team members.

Planning will follow the Collaborative Planning Cycle as shown.



Adapted from: Teacher professional learning and development by Helen Timperley (2008)

This planning cycle incorporates the Framework for Improving Student Outcomes (FISO) – Improvement Cycle.

Collaborative teams use the Dufour Four Questions as a framework when considering ‘What knowledge and skills do your students need?’, namely:

- What is it we want our students to learn?
- How will we know if each student has learned it?
- How will we respond when some students do not learn it?
- How can we extend and enrich the learning for students who have demonstrated proficiency?

Data is used to determine the student groupings and focus for teaching each group and then to reflect on ‘What has been the impact of changed actions?’

Bannockburn College is a well-researched, designed and purpose built facility that provides a range of learning spaces/environments and facilitates a variety of learning approaches for all of our students. It is inclusive and necessitates collaborative teams considering and deciding the best use of the space, furniture, equipment and the type of learning activity that will take place when planning teaching and learning.

Teachers have a shared instructional responsibility for groups of students with collective and individual accountability. Teachers teach using the **Co-teaching model**.

- One teach one assist
- Parallel teaching
- Station teaching
- Alternative teaching
- Team teaching.
- One teach, one observe (collect data)

We use these terms as defined in **Six Approaches to Co-teaching**, *Marilyn Friend and Lynne Cook*, to identify the organisation of instruction and is explicitly stated in planning documentation. See Bibliography “Six approaches to Co-teaching”.

Collaborative planning is created on Google docs and is an active document that evolves to ensure teaching is being targeted at point of need as ongoing assessment and reflection is undertaken..

Curriculum

Detailed curriculum plans are developed across the school in line with the Victorian Curriculum. Within Learning Communities, Collaborative Teams plan learning sequences to ensure students and develop deep understandings of the knowledge, skills and concepts contained in the Victorian Curriculum. Teachers make extensive use of pre-tests to plan targeted teaching and learning opportunities at each student’s point of need. These teaching points are drawn from explicit learning continua and scope and sequence plans.

Curriculum plans are created using google docs and stored on curriculum servers. Links to key enhancement and support materials are also included. Compass (learning management system) is used to allow teachers and students to access the relevant curriculum.

Opportunities are found to create rich, meaningful learning opportunities and alternate problem-solving activities linked to student lives and their community.

Further opportunities are planned; speakers, excursions, incursions, augmented reality, multimedia etc.

Assessment and Reporting

We are an evidence based school that ensures relevant data is collected to inform teaching and learning, and monitor student growth. At Bannockburn College we teach students at their point of need. We promote high expectations for all students through ownership of their learning in regular cycles of goal setting and review. This is supported by a rigorous program of Pre and Post Testing for all units of learning.

To ensure consistency and effective moderation across the College, we have a common Assessment and Reporting schedule used by all teachers, which is updated every year. It is expected that there is ongoing regular observations and monitoring of student growth used to inform our teaching.

Teachers will report on progress on agreed learning goals, aligned with the Victoria Curriculum, to parents at regular times through each term via the on line portal COMPASS.

Building Practice Excellence

At Bannockburn College we are reflective learners, continually striving to improve our practice for the benefit of both ourselves and our students. We have a commitment to professional development, coaching and mentoring to facilitate this.

Professional development:

- In house as per meeting schedule
- Targeted PD
 - Targeted content according to AIP needs
 - Targeted content according to individual teacher needs
- Formalised classroom observation program

Coaching & Mentoring:

- Graduates are mentored as per VIT guidelines
- Mentors will be supported in their role
- Coaches will be identified across school depending on expertise and need
 - Coaching for growth in teaching
 - Subject based eg Maths, Reading
 - Coaching for growth in leadership

The Bannockburn College Instructional models

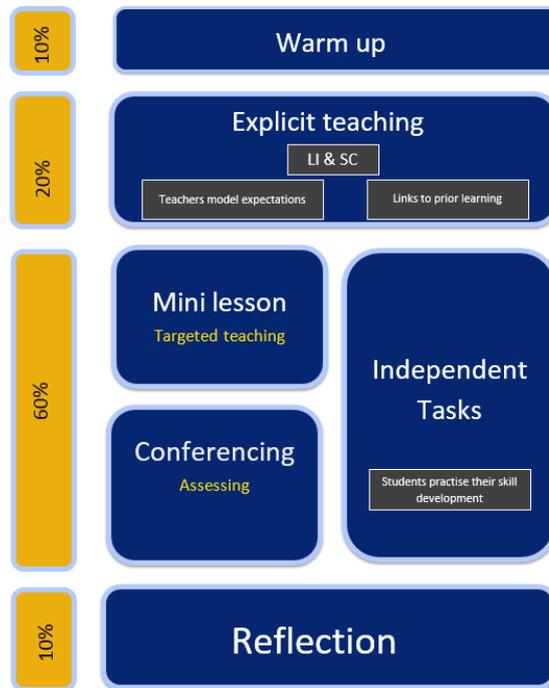
At Bannockburn College we all plan and teach in-line with the Bannockburn Instructional Models which have been created and implemented with teachers over time. There is one overarching Instructional Model and 3 specific models:

- Reading Instructional model
- Writing Instructional Model
- Mathematics Instructional model

These were developed from research on best practice and link closely to the FISO model and High Impact Teaching Strategies (HITS). The Bannockburn College Instructional Model is below with the 3 specific models available in detail as supporting documents.

We are proud of the work that has gone into developing an evidence-based best practice Instructional Model. The models encapsulate our shared whole school approach to Teaching & Learning. As we move into our Learning Community spaces at the new school having the shared approach will be a key to our success.

Instructional Model



The models are ‘living’ documents. They must guide our planning (what will our warm up be, what is the focus of today’s mini lesson and who will be involved) and our teaching. The models operate for all year levels.

Learning for Life

The teaching and learning program actively seeks opportunities to create rich, authentic learning tasks. This involves a conscious effort to apply knowledge, skills, concepts and understandings to more than one domain simultaneously. The opportunities may be related through a central theme, issue, problem, process, topic, or experience.

To ensure this is planned, implemented and assessed effectively, all teachers in a Learning Community have shared accountability for all students and their learning.

Teachers develop explicit teaching opportunities to provide students with a TOOLBOX of knowledge, skills and understandings to enable them to be self-directed learners in responding to the Big Questions. Teachers are responsible for ensuring the essential learnings (Victorian Curriculum) are taught, but also ensuring that this learning is tested through an inquiry approach – a Big Question.

Big Questions are based on key elements across the curriculum (eg Sustainability, Community etc). Students inquiry in interacting with the Big Question will ensure they make authentic use of the essential learnings and can draw on their knowledge, skills, understandings as TOOLS. Teacher

collaborative planning and assessment ensures that through specific teaching and the Big Question work, that the Victorian Curriculum is fully covered in an authentic and engaging manner.

Students will have choice in the way they demonstrate their understanding. They will be able to make use of a range of cross-curricular tools (IT, media, The Arts etc) to share their learning with others – students, teachers and parents.

In Homegroups students will undertake two sessions of **Learning for Life** with their Homegroup teacher per week. In **Learning for Life** students will:

- Receive feedback on their learning
- Receive feedback on their progress against their individual learning goals
- Receive feedback on their effort given to each learning opportunity
- Reflect on all the feedback provided and their progress towards their goals
- Set individual learning goals
- Agree on learning dispositions that will assist in their next learning steps
- Celebrate achievement of goals

The **Learning Dispositions** include:

Risk taking
Perseverance
Creativity
Curiosity
Leadership
Judgement
Teamwork

Learning for Life in the secondary years will include the working towards The Compass Award which is a precursor to The Duke of Edinburgh Program which will be offered at Year 9.

Learning is seen as continuous. Use is made of our online learning management system (COMPASS) to map and track 'I Can' statements of proficiency and goals. Student progress is made visible through data walls and ZPDs.

A data profile is created from all information (template on COMPASS). The data profile is used for a framed discussion around the key questions

- How are you going?
- Where to next?
- Where do you need help?
- What will you focus your efforts on?
- What learning dispositions could help you?

Bibliography for further reading

Glossary of Hattie's influence on Student Achievement

<http://visible-learning.org/glossary/>

Six approaches to Co-teaching

<http://www.ctserc.org/index.php/co-teaching/item/184-six-approaches-to-co-teaching>

10 Tips for using Co-planning time more efficiently

<http://www.ctserc.org/assets/documents/initiatives/co-teaching/2017/10-tips.pdf>

FISO Improvement Cycle

<http://www.education.vic.gov.au/school/teachers/management/improvement/Pages/improvement-cycle.aspx>

High Impact Teaching Strategies (HITS)

<http://www.education.vic.gov.au/Documents/school/teachers/support/highimpactteachstrat.pdf>