

<u>WE ARE LEARNING TO KNOW</u>	
<p>When our teachers:</p> <ul style="list-style-type: none"> • Know their learning targets & know their impact • Can answer the PLC questions: <ul style="list-style-type: none"> ◦ <i>What do we expect students to learn?</i> ◦ <i>How do we know when they have learned it?</i> ◦ <i>How will we respond when students don't learn?</i> ◦ <i>How will we respond when students have learned?</i> • Make learning & progress visible – by identifying learning intentions & success criteria and giving regular student feedback • Incorporate targeted teaching and intervention to enable ALL students to progress in their learning • Develop strong foundational skills in literacy & numeracy for all students • Develop high expectations for all students relative to their starting point • Teach skills of knowledge construction • Teach & use the Habits of the Mind • Implement the use of campfire, watering hole & cave flexible work spaces. • Develop student self-regulation & teach students the value of: <ul style="list-style-type: none"> ◦ Concentration ◦ Perseverance ◦ Deliberate practice • Set SMART goals & reflect on their teaching & their impact: <ul style="list-style-type: none"> ◦ <i>Who did they teach well and who not so well?</i> ◦ <i>What did they teach well and what not so well?</i> ◦ <i>Where are the gaps, where are the strengths, what was achieved, and what has still to be achieved?</i> 	<p>When our students:</p> <ul style="list-style-type: none"> • Care about their learning • Know about their learning & can plan their next learning steps with a teacher (or a peer) They can answer the questions: <ul style="list-style-type: none"> ◦ <i>How am I going?</i> ◦ <i>Where am I going?</i> ◦ <i>Where to next?</i> • Are active in their learning & know what to do when they are stuck • Understand the assessment tools being used & what their results mean • Understand the learning intentions of each lesson • Use success criteria to know if they have achieved • Can self-assess, peer-assess & give feedback based on success criteria • Can set SMART goals and self-monitor their progress • Demonstrate the expectations of trusted learners & maintain their focus on the task at hand • Know & follow the expectations of campfire, watering hole & cave flexible work spaces • Are aware of the rights of others as learners & take responsibility for helping to maintain an atmosphere conducive to learning

<u>WE ARE LEARNING TO DO</u>	
When our teachers:	When our students:
<ul style="list-style-type: none"> Ask the questions: <ul style="list-style-type: none"> <i>What is powerful to learn?</i> <i>What learning matters?</i> Ensure relevance and connect knowledge in new & different ways to solve problems Teach & provide opportunities for real world innovation & problem solving Teach & develop IT capabilities Ensure students have opportunities to problem solve, question, investigate, make decisions, deepen understanding & use a variety of tools, strategies & skills Incorporate intentional teaching of thinking skills Teach & provide opportunities for students to practise social justice & stewardship 	<ul style="list-style-type: none"> Care about their environment Apply their learning in new contexts Engage in real world innovation & problem solving Demonstrate creative & flexible thinking Utilise a variety of learning technologies to enhance learning Recognise that mistakes & failures are invitations to change & grow Practise social justice & stewardship

<u>WE ARE LEARNING TO BE</u>	
When our teachers:	When our students:
<ul style="list-style-type: none"> Use a strengths based approach Identify individual student strengths & interests to personalise learning Create opportunities for all students to achieve success Incorporate student choice, self/passion led learning Encourage student curiosity Incorporate opportunities for student voice & student led innovation Identify, utilise & celebrate a wider notion of intelligence Teach self-regulation & other positive behaviours for learning 	<ul style="list-style-type: none"> Care about themselves – recognise that they are children of God Feel valued and known Demonstrate hope & optimism Can self-regulate Can identify their own strengths & areas to grow Respect difference & diversity Engage in opportunities where student voice & student led innovation is sought Demonstrate positive behaviours for learning Take responsibility for their own belongings

<u>WE ARE LEARNING TO LIVE TOGETHER</u>	
When our teachers:	When our students:
<p>When our teachers:</p> <ul style="list-style-type: none"> • Nurture each child's developing relationship with God • Provide varied and meaningful prayer experiences • Work collaboratively as a professional learning team • Build positive relationships with students & model respect, inclusivity and the value of diversity • Teach collaboration & skilful communication skills • Encourage & teach effective peer interaction skills • Provide opportunities for student voice & leadership • Build authentic partnerships with parents to support each child's learning 	<p>When our students:</p> <ul style="list-style-type: none"> • Care about others • Demonstrate a growing relationship with God through their participation in prayer • Make Jesus Real and display the Face of Jesus to others • Recognise the beauty & goodness of creation & human beings • Work, learn & play collaboratively • Respect the rights of others to learn • Practise & demonstrate skilful communication • Demonstrate student leadership