



Mount Waverley Primary School

Instructional Model

2017 – 2019



Contents

**Page 1-3
Values**

Whole school developed and agreed Purpose, Vision, Teaching Philosophy, Year 6 Graduate Profile,

Page 6-7

10 point teaching model

Page 8-14

New Pedagogies for Deep Learning

Page 15

References and supporting documents



Achieving Excellence Together

Purpose Statement

Mount Waverley Primary School values quality education with high expectations. Our students learn in a safe, vibrant and caring environment that promotes acceptance, confidence, curiosity, friendship, fun and respectful relationships.

Mount Waverley Primary School Vision Statement

Mount Waverley Primary School is an inclusive school of choice for the community because it:

- Facilitates quality teaching and learning programs where differentiation and deep learning are valued
- Strives to attain excellent academic results
- Develops whole school curriculum programs which are embraced by skilled teachers
- Implements a diverse curriculum which caters for all students and provides opportunities to develop the whole child including critical thinking, creativity, problem solving, global citizenship, sustainability and indigenous studies
- Embraces digital studies which are delivered by all teachers in an environment where responsible cyber use is explicitly taught
- Actively involves and engages students in learning tasks connected to real life learning within environments which challenge and empower students, allow for student choice, opportunities to be reflective and receive teacher feedback about their own learning
- Cares about all students and develops social competencies including the concept rights and responsibilities, engagement and wellbeing of all stakeholders, with zero tolerance of bullying
- Values community partnerships, relationships and spirit
- Facilitates strong leadership opportunities for collaboration in decision making processes.

Mount Waverley Primary School is respected, valued and sought after by the broader and immediate community who share a sense of pride, ownership and belonging.



Philosophy of Teaching and Learning

1. Provide an engaging, stimulating and fun learning environment
2. Implement consistent whole school teaching and learning practices through agreed systems and processes
3. Achieve individual success through differentiated teaching and learning opportunities, individual learning goals, reflection and feedback and ongoing assessment to monitor and inform teaching and learning
4. Respect all cultures and relationships. Embrace individuality and foster inclusiveness in a safe environment
5. Empower students through student-centred learning, which is relevant, open ended, engaging, challenging and linked to real life experiences
6. Encourage students to take responsibility for their learning and provide constructive feedback
7. Use a variety of tools and strategies for all learning experiences, for feedback to students and feedback from students to improve student outcomes
8. Value our role as educators and through targeted professional development strive for continuous improvement
9. Acknowledge the importance and impact of all aspects of our school environment on educational outcomes for students and their personal growth
10. Provide explicit instruction with clear learning intentions, success criteria and high expectations of all students
11. Empower students to be intrinsically motivated and autonomous learners.



Year 6 Graduate Profile

At Mount Waverley Primary School, by the end of Year 6, we expect students to:

- Be accomplished critical thinkers, able to analyse, evaluate, hypothesise, apply a range of strategies and develop solutions in response to different problems and challenges
- As a minimum, achieve the national benchmark in all areas of Literacy and Numeracy
- Have developed sound scientific skills with a heightened sense of curiosity and the capacity to create a hypothesis, collate, sort, summarise findings, analyse and report on results and graphically represent results
- Have mastered fundamental motor skills enabling them to effectively participate in a wide range of physical education activities and sports
- Have mastered the relevant skills in technology which will enable them to effectively transition to Year 7
- Have developed social skills such as the ability to make friends, communicate effectively, be resilient, be responsible, be kind, be respectful, listen to others and speak with confidence
- Have highly developed organisational skills
- Have developed the ability to analyse, question and investigate
- Have developed an understanding of how they best learn
- Have experienced opportunities in a broad range of curriculum and extra curricula learning to develop their skills, knowledge, understanding and sense of self.

Values

Values are the moral code of our rights and responsibilities by which we live each day to guide our attitudes, actions and behaviours. Our individual values are directly linked to the values of the community and society in which we live.

- **Respect** – consistently displays consideration, regard and understanding for others and the environment
- **Resilience** – persist and bounce back from disappointments and setbacks with a positive attitude
- **Integrity** – always strive to be the best we can be and to make a positive contribution through our actions, words and behaviours
- **Curiosity and Creativity** – seek to learn and discover and support the learning and discovery in others
- **Empathy** – respond to others with kindness, understanding and sensitivity

The 10 Point Instructional Model

The 10 point Instructional model is the model adopted by all teachers at Mount Waverley Primary School for all curriculum areas.



The 10 Point Instructional Model

1. Learning Intentions	Select the unit of work. Determine what you want the students to learn and express this as a “Learning Intention”.
2. Success Criteria	Determine measurable indicators of success and express these as “Success Criteria” that will reflect whether students have meet the learning intentions. Success Criteria can be negotiated with students to increase student engagement through providing an opportunity for student voice
3. Pre-Assessment (Initial Feedback)	Use success criteria to select appropriate assessment tasks or test questions. Administer as a pre-assessment task/pre-test. Analyse information to identify any misconceptions and determine each student’s current learning needs and their point of readiness for learning (feedback).
4. Develop Engagement	Develop an initial activity that will engage students. (“The hook”)
5. Explicit Teaching	Explicitly teach the knowledge, concepts or skills needed for students to meet the success criteria.
6. Guided Practice	Design learning tasks and assessment tasks that provide opportunities for students to practice the skills or use the knowledge and understandings they’ve gained to demonstrate they are meeting the success criteria.
7. Continuing Feedback	Continue to monitor misconceptions and errors and provide quality feedback to students on the extent to which they are meeting the learning outcomes and, most importantly, what they need to do to improve.
8. Summarise and Reflect	Teacher needs to summarise what has been covered and students need to be able to reflect on what they have learnt. This reflection should relate back to the learning intentions and the success criteria.
9. Post-Assessment	Administer the pre-assessment/test as a post-assessment/test and calculate the Pre-test to Post-test effect size to measure overall teaching effectiveness.
10. Revise (Independent Practice)	Provide opportunities for ongoing, scheduled independent practice to embed learning.

NB: More detail regarding the individual 10 points can be found at SREAMS, Phillip Holmes-Smith.

What is DEEP LEARNING?

Comprehensive learning that includes a range of skills and attributes related to human flourishing including;

- Creativity
- Connectedness
- Collaboration
- Problem solving
- Wellness

It is the capacity to pursue personal and collective visions and goals.

Deep Learning revolves around the skills and knowledge students will need to succeed in a world that is changing at an unprecedented pace.

Deeper learning prepares students to master core academic content, think critically to solve complex problems, work collaboratively, communicate effectively and learn how to learn, i.e. self-directed learning.



Definition:

Identifying and solving problems with imagination and an open mind while learning from mistakes and exploring new possibilities.



Definition:

Purposefully sharing information in a range of ways.



Definition:

Analysing, synthesising and reflecting on information to solve problems and make effective decisions for a given purpose

6 Competencies

The Michael Fullan 6 Competencies from the New Pedagogies for Deep Learning Project will support the implementation of the 10 point instructional model and the requirements for teachers to meet the AITSL standards. Further details about the 6 competencies can be found at 6Cs Rubrics - <http://npdl.global/>



Definition:

Having a positive attitude, knowledge and skills to connect with, and contribute to our school, local and global communities



Definition:

Having confidence in our own abilities and decisions while understanding the impact we have on the people and the world around us.



Definition:

Effectively working together to improve our learning and reach shared goals.

Success Measures:

Improved NAPLAN data

Improved POS data: Stimulating Learning and Learning Focus

Improved ATS Year 5/6 data: Teacher effectiveness, Learning Confidence, Stimulating Learning and Student Motivation

References and supporting documents:

Phillip Holmes-Smith (SREAMS) - www.sreams.com.au

Michael Fullan New Pedagogies for Deep Learning - <http://npdl.global/>

Australian Institute for Teaching and School Leadership (AITSL) - <http://www.aitsl.edu.au/>

E5 - <http://www.education.vic.gov.au/school/teachers/support/Pages/e5.aspx>

PoLT - <http://www.education.vic.gov.au/school/teachers/support/Pages/teaching.aspx>

John Hattie - <http://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

David Langford - <http://www.langfordlearning.com/>

Quality Learning Australasia - <http://www.qla.com.au/>

Vic Zbar - <http://www.zbarconsulting.com/page/directors.html>

Lane Clark - <http://www.laneclark.ca/>

Art Costa - <http://www.artcostacentre.com/html/habits.htm>