

ALAWA TEACHING & LEARNING MODEL





Foundations / Conditions for Learning

School Values: Respect, Encouragement, Pride & Personal Best

Merit awards and other classroom rewards
Discussed at muster / Part of school song
Language used through behaviour management conversations

21st Century Teaching & Learning

Create student portfolios online
Collaborate when using technology
Communicate with one another, with parents and with teachers
STEM centre

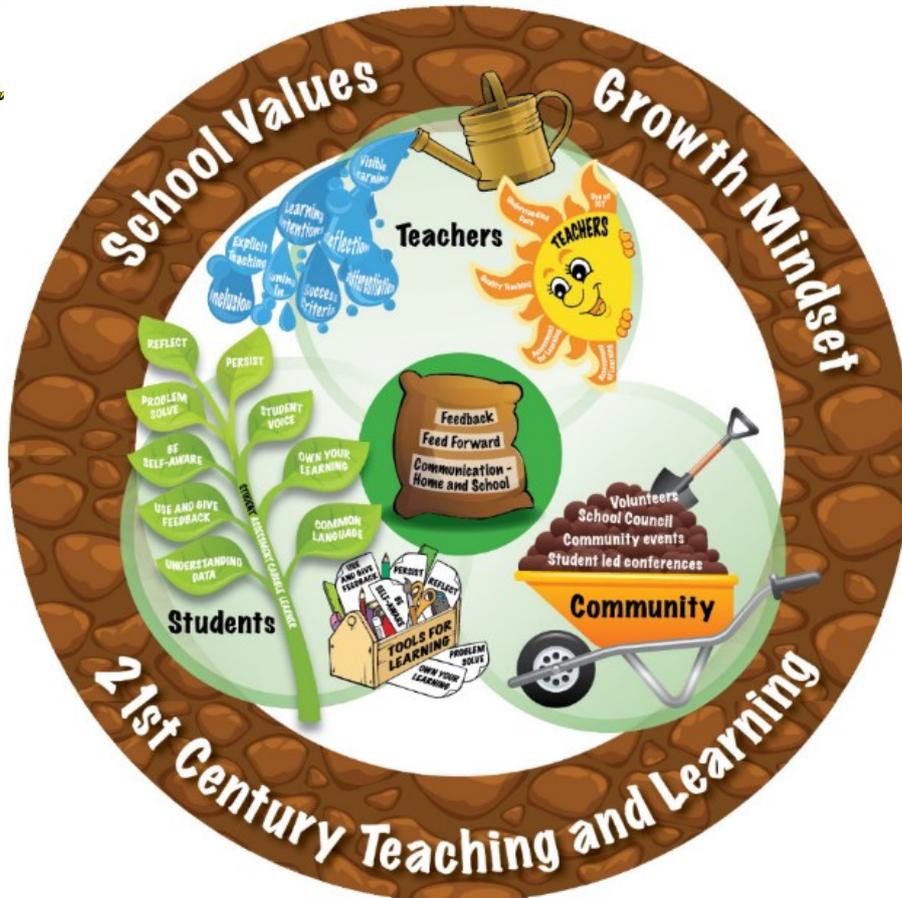
Growth Mindset

Targeted lessons to develop student understanding of how the brain grows
Specific lessons across classes to develop understanding of concepts to achieve a growth mindset in learning

School Values

Growth Mindset

21st Century Teaching and Learning



Community

Open communication between teachers, parents, community and school.

Support school events through participation and volunteering.

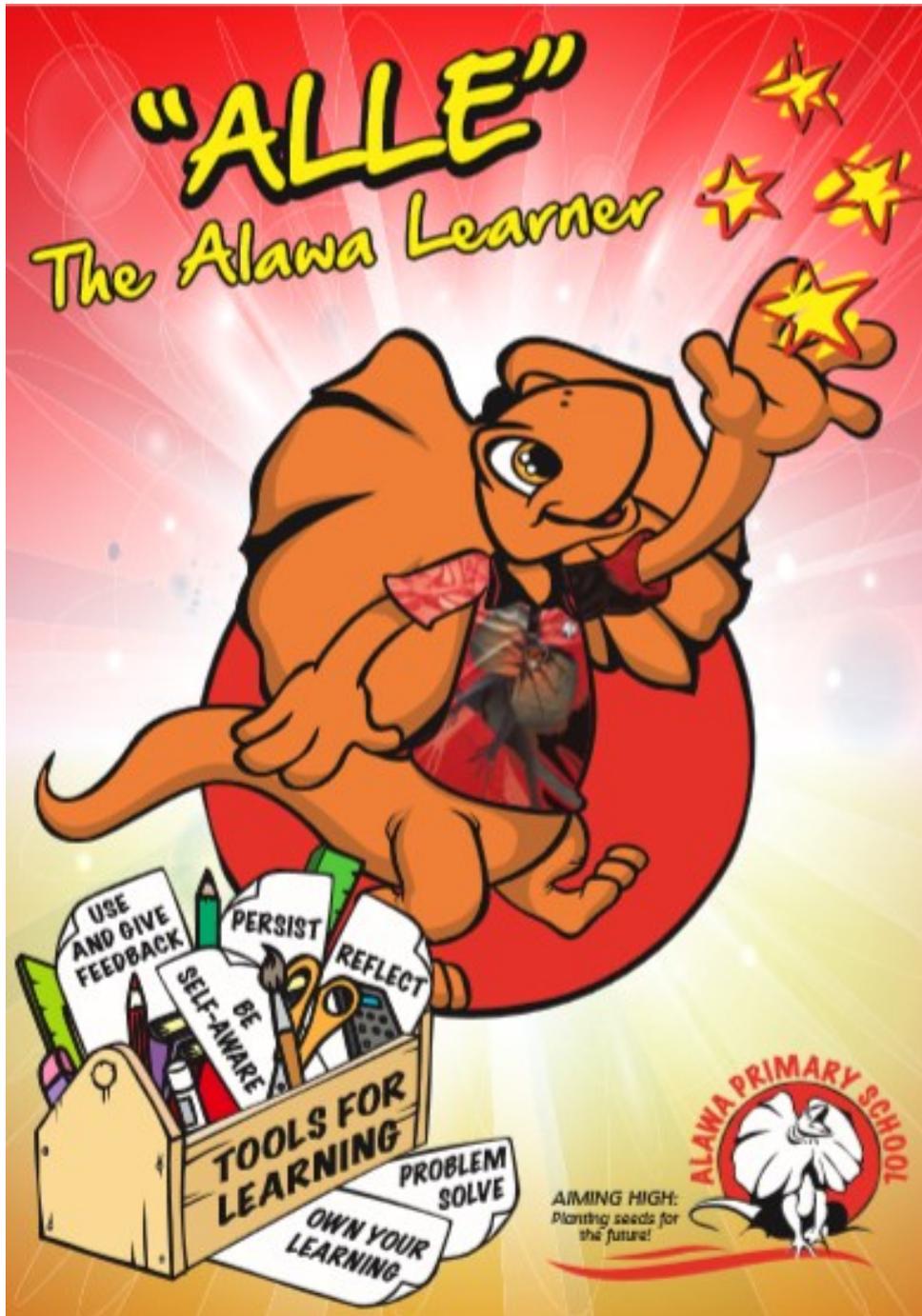
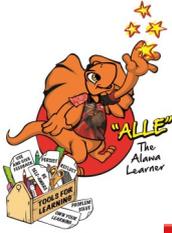
School council representatives provide parent and community voice in school decisions.

Engage in students development of learning through continued partnerships.

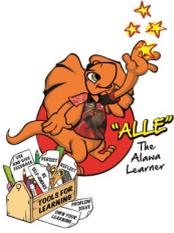
Engage with children in discussing and reflecting on their own learning through Student Led Conferences.

Accessing and tapping into outside groups and agencies such as the US Marines, Paediatrician, Speech & OT's.

ALLE's Tools for Learning



Each tool is explicitly taught and embedded in all teaching and learning.



The Role of the Teacher

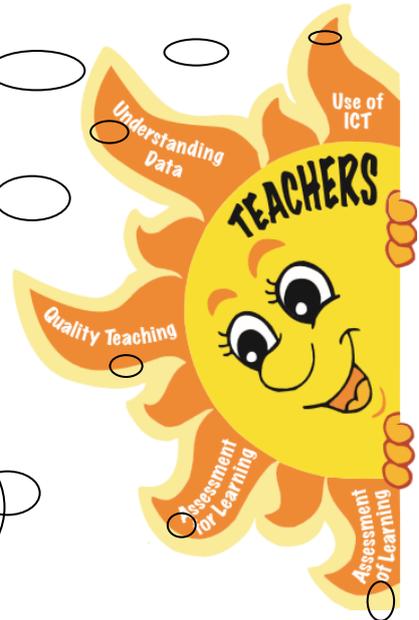
Weekly online communication
with Seesaw / Class Dojo /
Story Park

Using data to inform teaching practice
Using data to plan for differentiation
Data coaching to assist teachers to
understand and use data effectively
Using a range of assessment strategies
to collect and analyse data

Learning Intentions
Success Criteria

Using Alawa Teaching and
Learning model across all
areas of curriculum

Exploring different
formative assessment
strategies and techniques to
support student
understanding



Following Alawa
Assessment Schedule

Collect and analyse
systemic and school
based data

Reporting against
Australian Curriculum

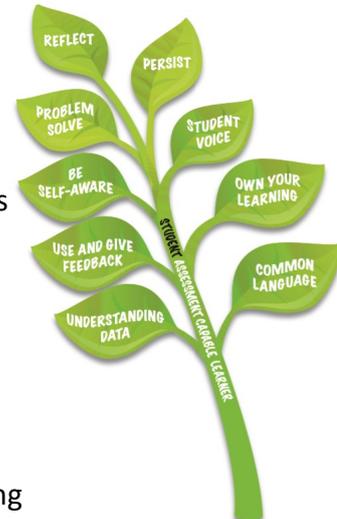


What students at Alawa are doing



⇒ Taking responsibility for learning

- ⇒ I think and I wonder where to now
- ⇒ Talking to each other and sharing strategies
- ⇒ Focussing on task / goal
- ⇒ Think / wonder and question self
- ⇒ Thinking about different ways of doing something



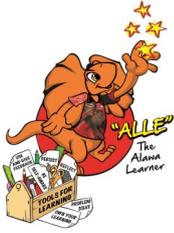
⇒ Peer to peer feedback through stars and wishes

⇒ Students use feedback to make changes in their work

- ⇒ Choose appropriate individual goals
- ⇒ Celebrating success
- ⇒ Discuss learning styles
- ⇒ Understand and being aware of own mindset
- ⇒ Know the LI and SC
- ⇒ Listen to and accept feedback from others
- ⇒ Recognise their strength / weaknesses



- ⇒ Set goals from individual data and create action plans in Primary classes
- ⇒ Use data walls to identify next steps in learning
- ⇒ Weekly reflections about goals
- ⇒ Ongoing discussions about goals



What students at Alawa are doing



- ⇒ Show continued effort
- ⇒ Have a go
- ⇒ Never give up
- ⇒ Show purpose
- ⇒ Have clarify about what needs to be done
- ⇒ Make decisions
- ⇒ Have intentions
- ⇒ Growth Mindset



- ⇒ Take responsibility
- ⇒ Setting goals
- ⇒ Reflecting
- ⇒ Showing growth mindset
- ⇒ Showing pride in work
- ⇒ Accepting and implementing feedback
- ⇒ Leading conversation about learning
- ⇒ Taking action
- ⇒ Being able to engage in discussions about learning

- ⇒ Know how you learn best
- ⇒ On-task
- ⇒ Build on through Alle's tools for Learning
- ⇒ School Values



- ⇒ Offering solutions to learning



- ⇒ Try different strategies
- ⇒ Share ideas
- ⇒ Making mistakes
- ⇒ Seeking help
- ⇒ Clarifying
- ⇒ Communicating
- ⇒ Work through a sequence

- ⇒ Breaking down problems
- ⇒ Using independent strategies such as ICT devices for assistance



What students at Alawa are saying

REFLECT

⇒ “Have I achieved my learning goal?”

- ⇒ What didn't I understand?
“What do I know?”
- ⇒ “How can I do it smarter / better?”
- ⇒ Have I included everything I need to? “Have I got this right?”
- ⇒ “Did I try and do my best?”
- ⇒ “What can I do differently next time?”



- ⇒ “I can...” “I understand...” “I know...”
- ⇒ “I am learning...” “I am still learning to...”
- ⇒ “To be a good Alawa Learner I need to ...”
- ⇒ “I’m feeling...”
- ⇒ “My way of learning might be different to yours, that’s ok”
- ⇒ “I need.....to achieve my goal”

BE SELF-AWARE

- ⇒ I’ll try it again” “Is this right?”
- ⇒ “How is this feedback going to help me?”
- ⇒ “Can you explain?” “What do you need to learn next?”
- ⇒ “Have you thought about....?” ‘I might try this next.....”
- ⇒ ‘This worked for me...maybe you could try....”

USE AND GIVE FEEDBACK

- ⇒ “How did you get to that answer? Can you share your steps?”
- ⇒ “What do I need to do to achieve my next goal?”
- ⇒ “What does this data tell me?”
- ⇒ “From this data I know I need to work on..”
- ⇒ “I am working at/above/below the benchmark”
- ⇒ “I can see my strengths and areas to work on”

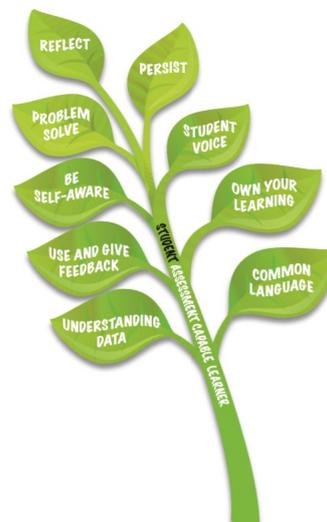
UNDERSTANDING DATA



What students at Alawa are saying



- ⇒ "Can I get some help?"
- ⇒ "I can do this."
- ⇒ "I'm going to try something different"
- ⇒ "I will try it this way"
- ⇒ "I'm finding this hard but I will have another go"
- ⇒ "I am on my own learning journey"
- ⇒ "I don't need to be the same as my friends."
- ⇒ "I'll practise at home later"
- ⇒ "I will achieve this"
- ⇒ "Can I help you?"



- ⇒ "My learning goal is...."
- ⇒ "I am learning to....." "I learn best when...."
- ⇒ "I have shown responsibility..."
- ⇒ "How can I improve? "
- ⇒ "I now know how to..." "I now get it"
- ⇒ "I am working towards..."
- ⇒ "I now know..."
- ⇒ "This is how I learn best"
- ⇒ "I now know how to..." "I now get it"
- ⇒ "I can understand what the teacher is saying."
- ⇒ "I know my teacher will listen to my opinions"



- ⇒ "I can use the same words."

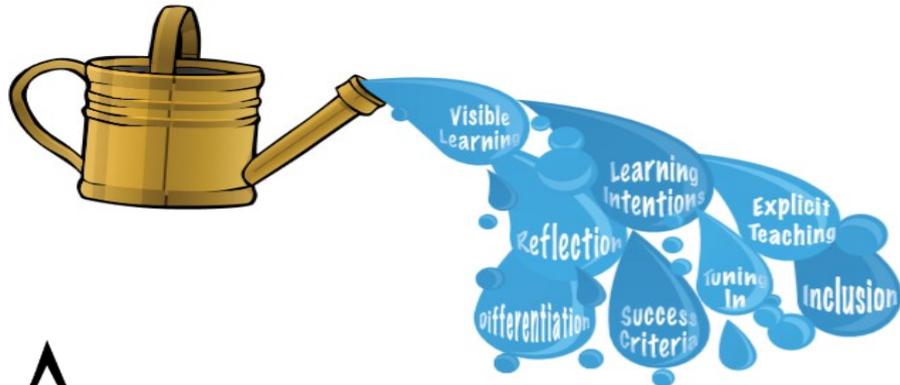
- ⇒ "I have a say in my learning"
- ⇒ "I can make a difference in my school"



- ⇒ "How did you get that answer?" "Have a go"
- ⇒ "Who might be able to help us?" "What steps do I need to take?"
- ⇒ "I can do this – FAIL is my first attempt at learning."
- ⇒ "Can you help me?" "What comes next?"
- ⇒ "That was my first try, I will try again and see if it works"
- ⇒ "Is there another way of doing this?"



Elements of each lesson



Tuning In

Each lesson includes an engaging introduction to content

Reflection

Regular opportunities to discuss learning

Visible Learning

Instructional Model

Success Criteria

Recognise when the success criteria is achieved

Success Criteria is the students way of knowing if they have achieve the Learning Intention for the lesson



Explicit Instruction – How well we teach = How well they learn

Explicit Instruction is an unambiguous and direct approach to teaching that incorporates a set of delivery and design procedures derived from effective research. It is centered around a gradual release of responsibility.



Learning Intentions

Incorporate content and Alle's tools

Differentiation

Small group rotations
Scaffolding
Use of class support
Strategies for individual students based on their needs and learning styles

Explicit Teaching

Planned intentional teaching to cater for all students needs
Exists in every lesson
Modelled success criteria for lessons

Inclusion

Making sure all students can access learning / feel included and achieve



What makes an assessment capable learner at Alawa?

Learner Attribute	Looks Like	Sounds Like	Feels Like
Take Risks Knows it's ok to make mistakes	Involved, engaged, participating, self-assured, confident, resilient, perseverance, attempting all tasks, willing	"I can do it." "I'm good at..." "Let me try..." Talking, reflecting, doing, positive language	Supported, safe, self belief, good, positive, safe, exciting
Engaged	5Ls, eye contact, working, look interested	asking relevant questions, encouraging, explain process	Doable, a challenge, fun, enjoyable
Asks questions	Listening, taking turns	Is related to what you are learning	Engaged
Supported at home	parent involved and interested, reading newsletter, good hygiene, food		
Feels loved/safe	Healthy, smiles, clean, alert	Happiness, laughter, positive words	Comfort, love, warmth, safety, known routine, wanted, you have a home
Believes in self	Takes risks, engaged, proud, planning	Laughter, happy, conversations, positive	Positive, good
Reflects	Conversation between teacher and student, students and student, takes risks, thinking, engaged	Asking questions, positive statements	Honest, safe, positive
Happy	Students and teachers walking/skipping cheerfully to class on time and ready to do their best.	Cheerful, voices pleasantly interacting in a learning rich environment	Every place in the school from playground to classroom to office is alive with the buzz of positive energy.



What makes an assessment capable learner at Alawa?

Learner Attribute	Looks Like	Sounds Like	Feels Like
Family Involvement	Parents/carers at school functions, parents coming to interviews, parents/carers collecting students and volunteering in classrooms	Students talking about families, conversations with kids, parents asking questions, helping to make decisions about the school and student learning.	Like a community, responsibility, linked and wholesome
Initiative	Problem solving, leadership,	“Lets think of a way to work this out” Trial and error, working out ways to achieve.	Confident, positive
Participation	Bright eyes, hands up	Asking questions, giving feedback, conversations	Eager
Students who listen	Making eye contact, body language demonstrating listening eg head nodding	positive talk, reflecting back, ideas, affirmation	Listened to , safe, respected
Positive Thinkers	Attentive, attempting all work, engaged, willing to take risks	Affirmations, “I can do it...” “I will try...”	Positive, happy, settled, confident

Some Key Words

Positive, safe, risk taker, talking, listening, asking questions, engaged, confident, participating



Going beyond "Fixed V's Growth" to a deeper understanding of Mindsets

By James Anderson
Certified Growth Mindset Trainer

	FIXED	LOW GROWTH	MIXED	GROWTH	HIGH GROWTH
WORLD VIEW	Sees themselves as UNCHANGING AND UNCHANGEABLE . Life is about discovering you and searching for where you fit into the world.	Change and GROWTH IS VERY LIMITED . See themselves as "not cut out for" some domains. Amount of growth possible in other domains is limited.	Limited Growth Mindset – believes they are capable of GROWTH IN A LIMITED NUMBER OF DOMAINS . Life offers only limited choices.	Sees themselves as CAPABLE OF SIGNIFICANT GROWTH in most domains. Sees great choice in life. May see themselves as restricted from significant growth in some domains.	Understands they can CHANGE THEIR MOST BASIC CHARACTERISTICS . Life is about deciding what you want to be and creating the abilities required to reach goals.
CHALLENGES	AVOIDS CHALLENGES . Sees them as a potential threat.	Takes on EASY CHALLENGES that they believe they are likely to succeed at.	PREFERS CLEAR, IMMEDIATE GOALS that aren't too far out of reach, or in an area they find difficult.	ENJOYS BEING CHALLENGED by more open-ended tasks, even if not always immediately successful.	EMBRACES CHALLENGES even when path to achievement is not immediately clear.
ENCOUNTERING DIFFICULTY & OBSTACLES	GIVES UP IMMEDIATELY when they encounter difficulty.	TRIES FOR A WHILE , but gives up if not progressing easily. May try a few alternatives when encountering obstacles.	PERSISTS WHEN SEEING PROGRESS . Is developing a repertoire of strategies for getting past obstacles.	EXPECTS EVENTUAL MASTERY . Understands new learning is meant to be difficult, so sticks at tasks for long periods.	PERSISTS FOR LONG PERIODS even in the face of setbacks and when new skills need to be learned to achieve mastery.
EFFORT	EFFORT IS ASSOCIATED WITH FAILURE and inability, so is seen as bad. Expects things you can do to come easily.	Recognizes that effort is sometimes required. SUSTAINED EFFORT IS A BAD THING . Misunderstands that not all types of effort produce growth.	EFFORT IS NECESSARY , but usually not as joyful. Likely to prefer to do it easily. Recognizes when effort is being ineffective.	EFFORT IS A GOOD THING . Has experienced success as a result of effort in the past. Associates Effective Effort with growth.	Understands EFFORT AS PATH TO MASTERY . Actively works on developing strategies for more Effective Effort.
FEEDBACK & CRITICISM	IGNORES useful negative feedback. Sees feedback as a list of their faults.	Accepts some direct feedback when corrections can be made quickly and easily. TENDS TO FOCUS ON POSITIVE FEEDBACK .	FORMATIVE FEEDBACK IS SEEN AS USEFUL , as long as it is targeted and achievable.	Accepts and LEARNS FROM FEEDBACK . Positive feedback is seen as recognition of the effort and process that led to the achievement.	REQUESTS CRITICAL FEEDBACK from targeted expert sources in order to improve both process and outcome.
SUCCESS OF OTHERS	FEELS THREATENED by comparisons to others and avoids comparisons, as these may highlight perceived deficits.	MAY MIS-ATTRIBUTE SUCCESS of others to luck or natural ability rather than growth achieved through effort.	ENJOYS PERSONAL SUCCESS , so will engage in competition and compare what these make them look good.	FINDS LESSONS AND INSPIRATION in the success of others. Admires excellence. Enjoys the challenge posed by competition.	SEEKS OUT MASTERS AND EXPERTS in an effort to "learn their secrets". Competition is seen as a way for both competitors to push themselves to improve.
MAKING MISTAKES	Actively HIDES OR IGNORES mistakes.	MAKES EXCUSES for mistakes. Looks for quick fixes. May attribute blame to others.	Expects to make mistakes and understands MISTAKES CAN BE CORRECTED .	Recognizes mistakes made and SEEKS POSTS FOR LEARNING opportunities.	Deliberately stretches themselves so errors have HIGH LEARNING POTENTIAL to facilitate further growth.
OFFERED HELP AND SUPPORT	URNS DOWN help and support. Feels requiring help highlights their own deficits.	TOLERATES help when given. Did not need to ask for help. Doesn't like to be seen to need help.	ACCEPTS HELP and support when offered. May not continue to seek help, if difficulties are persistent.	Expects feedback and recognizes it as DESIRABLE to help them grow.	SEEKS OUT help and support from specialized sources.

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GROWTH MINDSET

conversation starters

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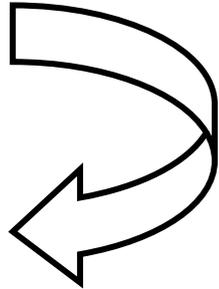
1. What did you do today that made you **think hard**?
2. What **challenge** or **problem** have you worked on today?
3. Can you think of something **new** you tried today? What was it?
4. Was there anything that made you feel stuck today?... Great! What **other ways** might be there to solve this?
5. What did you **learn** today outside of school?
6. Can you think of a **mistake** you made today? ... Great! How can you use this mistake to **do better** next time?
7. Is there anything you are struggling with? ... Excellent! What **new strategies** can you try next?
8. Can you think of something you could have done better today?... Great! Who can you **ask feedback** from to make it better?
9. What would you like to **become better** at?
10. Did you do anything today that was easy for you? ... How can you make this **more challenging**?



Extract: The Big Life Journal



Fertilising the learning: Giving a boost



Feedback

- ⇒ Timely
- ⇒ Related to learning intention and success criteria
- ⇒ Constructive and positive



Feed Forward

- ⇒ Next steps for continued progress

Kagan Cooperative Learning

- ⇒ healthy noise
- ⇒ working with partners
- ⇒ watching what others are doing
- ⇒ movement and verbalising
- ⇒ consistent, sustained implementation of structures

Communication between home & school

- ⇒ Seesaw / Class Dojo / Story Park
- ⇒ Class communication in school