Effective Teaching Cycle

OUR DELIVERY INSTRUCTIONAL PRACTICES

- Communication
- Questioning and discussion
- Student engagement
- Assessment informing instruction
- Flexibility and responsiveness

OUR CLASSROOM ENVIRONMENT

- Building respect and rapport
- Establishing and maintaining a learning culture
- Managing the classroom
- Managing students
- Organising physical space

OUR READINESS TO TEACH 'PLANNING AND PREPARING'

- Knowledge of content and pedagogy
- Knowledge of students
- Instructional goals
- Use of resources
- Coherence
- Assessment
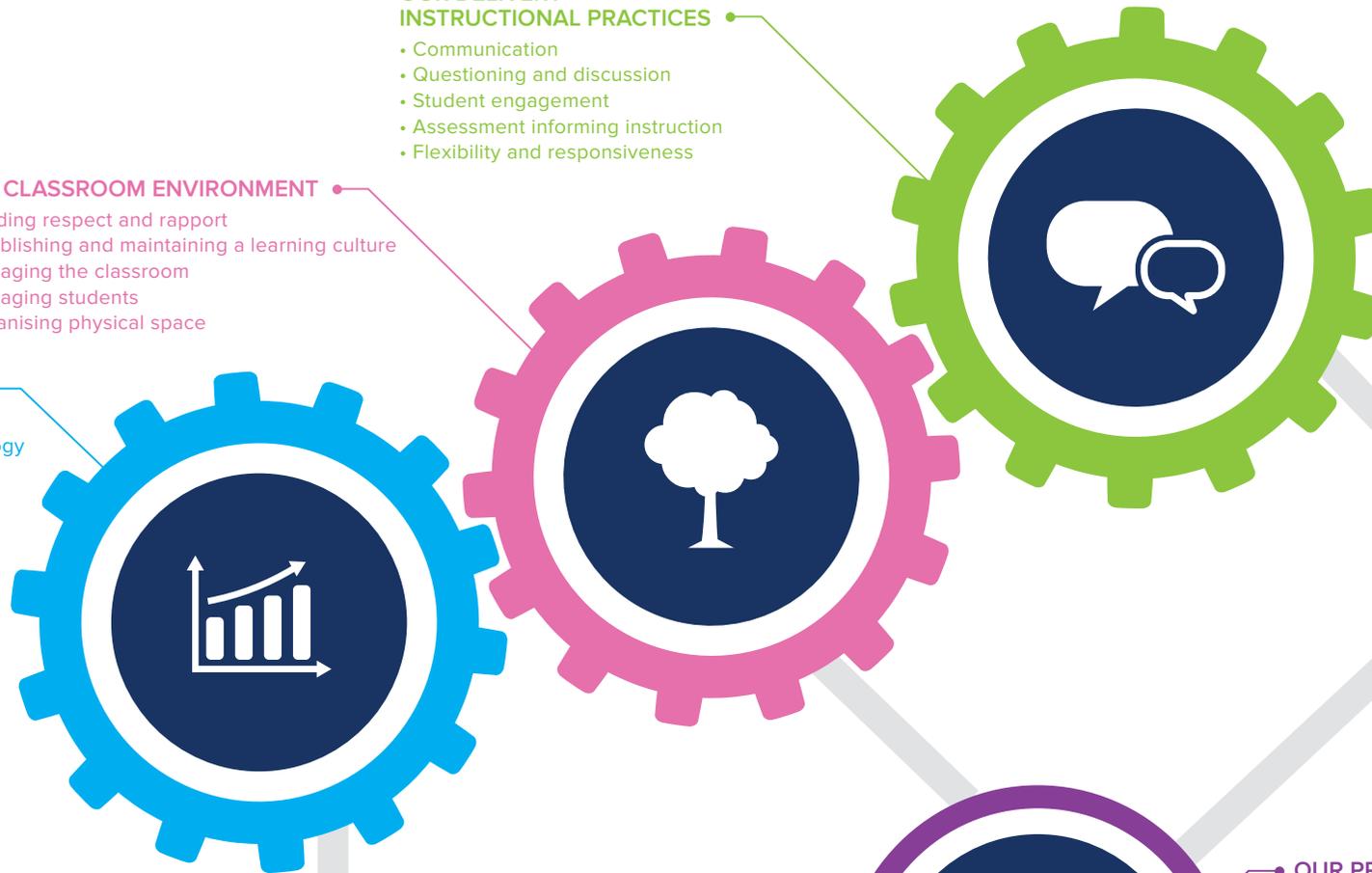
OUR PROFESSIONAL RESPONSIBILITIES

- Reflection on practice
- Maintaining accurate records
- Communicating with families
- Commitment to our professional responsibilities
- Maintaining professional relationships
- Commitment to professional growth
- Contribution to the broader educational community

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Effective Teaching Cycle

All teachers at Wenona are professional educators who are committed to inspiring the young women in our care through dynamic classroom practice, refined professional knowledge and a commitment to high performance.

At Wenona, we have an obligation to our profession to ensure the highest quality educational outcomes for our students. We foster a love of learning, inquiry and collaboration through our own role modeling of such practices in our work. We expect our teachers to be committed to their own professional development and to want to make a contribution to the broader educational community.

We view classroom teaching as a clinical practice, whereby teachers refine their skills and reflect on their own performance through the annual Wenona Improvement Cycle. This includes observed practice of our teaching by our colleagues and 360-degree feedback for all teachers.

Wenona supports both academic and support staff to develop their expertise through initiatives such as Wenona Teaching Fellowships, Seeding Grants and ongoing professional learning that develops and supports career development into the future.

In line with AITSL, BOSTES and the National Professional Teaching Standards this Effective Teaching Cycle was developed through collaboration in 2013 and 2014 and reflects agreed aspirations for effective teaching at Wenona. This is not an exhaustive list as teachers move along a continuum of development throughout their career. This Effective Teaching Cycle is offered as a guide to reflect on our practice, as a basis for performance and development conversations with our peers, to inform classroom observations and to develop our annual professional learning plans.

The Matrix below draws on the work of Danielson (Enhancing Professional Practice – A Framework for Teaching), The National Professional Teaching Standards and the work of AITSL in Performance and Development as well as Classroom Practice. The matrix provides guidance and will inform the Wenona Improvement Cycle as all of the 'Foundations of Effective Teaching at Wenona' are central to effective teaching and some are features of the Educator Impact Report that is issued annually.

DOMAINS OF EFFECTIVE TEACHING	THE 'FOUNDATIONS' OF EFFECTIVE TEACHING AT WENONA	AT WENONA OUR TEACHERS ARE WORKING TOWARDS:	LINKS TO AITSL – NATIONAL PROFESSIONAL TEACHER STANDARDS
OUR READINESS TO TEACH 'PLANNING AND PREPARING'	At Wenona all teachers will demonstrate a deep understanding of the content that they teach and possess the capacity to engage with a wide range of pedagogical approaches in the classroom. This will be evident in their planning and preparation	• Displaying and being committed to developing extensive knowledge of key concepts underpinning their discipline and how they relate to other disciplines. • Developing teaching programs, learning experiences and teaching practices that reflect a refined understanding of relationships between content knowledge, student learning and other disciplines. • Ensuring all preparation reflects a wide range and effective understanding of pedagogical approaches to their teaching to facilitate student learning.	Plan, structure and sequence learning programs (3.2.2, 3.2.3, 3.2.4) Use teaching strategies (3.3.2, 3.3.3, 3.3.4)
	At Wenona all teachers will demonstrate strong knowledge of their individual students and their learning needs	• Having a strong understanding of the developmental characteristics and needs of the students that they teach and be able to assess student learning appropriate to the developmental needs of the student. • Having an extensive and nuanced understanding of how each student learns and is able to prepare and plan effectively to meet their needs • Having an understanding and appreciation of the cultural heritage of every girl that they teach. • Having a developed understanding of each student's learning needs, particularly any identified ESS profiles and Individual Education Plans.	Physical, social, and intellectual development and characteristics of students (1.1.2, 1.1.3, 1.1.4) Understand how students learn (1.2.2, 1.2.3, 1.2.4) Students with diverse, linguistic, cultural, religious and socioeconomic backgrounds (1.3.2, 1.3.3, 1.3.4) Strategies for teaching Aboriginal and Torres Strait Islander Students (1.4.2, 1.4.3, 1.4.4) Differentiate teaching to meet the specific learning needs of students across a full range of abilities (1.5.2, 1.5.3, 1.5.4) Strategies to support the full participation of students with disability (1.6.2, 1.6.3, 1.6.4)
	At Wenona teachers will develop instructional outcomes (learning goals) that meet individual needs and are characterised by high expectations for all students	• Having rigour and high expectations evident in their planning and preparation, ensuring that all outcomes are aligned with agreed teaching and learning documentation. • Ensuring that all instructional outcomes are clear to students and are the basis for ongoing assessment of student learning. • Ensuring that there is a balance of instructional outcomes to meet the needs of diverse learners. • Ensuring that there is a wide repertoire of assessment of, as and for learning evident in all lessons.	Plan, structure and sequence learning programs (3.2.2, 3.2.3, 3.2.4) Content selection and organisation (2.2.2, 2.2.3, 2.2.4) Content and teaching strategies of the teaching area (2.1.2, 2.1.3, 2.1.4) Establishing challenging learning goals (3.1.2, 3.1.3, 3.1.4)

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	At Wenona teachers will prepare and plan for coherent instruction and delivery by utilising a range of quality resources	• Ensuring that learning activities are carefully planned and prepared to meet instructional outcomes, and that they are differentiated to meet individual and group needs, whilst being characterised by both deep and surface learning. • Selecting and creating resources that facilitate learning in an engaging and authentic manner, utilising technologies where relevant to meet the learning outcomes. • Being flexible in using a wide range of groupings in their classroom. • Developing a strong sense of coherence in the lesson structure, that facilitates various pathways for students, however provides guidance on a student's progression towards and beyond the instructional outcomes.	Content selection and organisation (2.2.2, 2.2.3, 2.2.4) Content and teaching strategies of the teaching area (2.1.2, 2.1.3, 2.1.4) Plan, structure and sequence learning programs (3.2.2, 3.2.3, 3.2.4) Curriculum, assessment and reporting (2.3.2, 2.3.3, 2.3.4) Literacy and numeracy strategies (2.5.2, 2.5.3, 2.5.4) Information and Communication Technology (ICT) (2.6.2, 2.6.3, 2.6.4)
	All teachers are able to demonstrate a refined ability to plan for and prepare effective assessments of student learning	• Ensuring that assessment practices are aligned with learning goals, content and the learning activities to ensure coherence for students. • Developing and communicating criteria and standards that are clear and evident to all students. • Developing an array of formative assessment strategies that are employed in their classroom, with both the student and teacher using assessment data to inform learning and teaching. • Planning using assessment data to inform their future practice and student learning experiences.	Assess student learning (5.1.2, 5.1.3, 5.1.4) Make consistent and comparable judgments (5.3.2, 5.3.3, 5.3.4) Interpret student data (5.4.2, 5.4.3, 5.4.4) Provide feedback to students on their learning (5.2.2, 5.2.3, 5.2.4) Physical, social, and intellectual development and characteristics of students (1.1.2, 1.1.3, 1.1.4) Understand how students learn (1.1.2, 1.2.3, 1.2.4)

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OUR CLASSROOM ENVIRONMENT	Wenona teachers create a classroom environment that is respectful and builds rapport	• Managing all interactions with students in a manner that reflects genuine respect, high levels of trust and care for individuals as well as groups of students. • Managing a classroom where students genuinely care for one another and that they self monitor the interactions and relationships with others in a respectful manner.	Use effective classroom communication (3.5.2, 3.5.3, 3.5.4) Manage classroom activities (4.2.2, 4.2.3, 4.2.4) Maintain student safety (4.4.2, 4.4.3, 4.4.4) Support student participation (4.1.2, 4.1.3, 4.1.4)
	Wenona teachers establish, foster and maintain a culture of learning	• Nurturing student active participation in their learning, ensuring that curiosity and initiative stem from their engagement with the content and learning. • Having the highest expectations for all students and that we nurture students' self-concept as a learner. • Ensuring that our classrooms are environments that encourage student's attention to detail, pride in their work and the self-initiation of improvements to their learning.	Understand how children learn (1.2.2, 1.2.3, 1.2.4) Establish challenging learning goals (3.1.2, 3.1.3, 3.1.4) Support student participation (4.1.2, 4.1.3, 4.1.4) Manage classroom activities (4.2.2, 4.2.3, 4.2.4)
	At Wenona we manage our classroom procedures to maximise student learning	• Organising small group work that is well-organised, with high levels of student engagement and students taking responsibility for their learning in group situations. • Leading and managing transitions within the lesson that are seamless and that recognise connections between varying learning goals and learning experiences. • Managing the smooth flow of resource allocation throughout the lesson. • Managing non-instructional activities (e.g. Roll marking) and that they are completed in an efficient and non-intrusive manner. • That team teaching is a collaborative exercise that makes a substantial contribution to the learning.	Information and Communication Technology (2.6.2, 2.6.3, 2.6.4) Content and teaching strategies of the teaching area (2.1.2, 2.1.3, 2.1.4) Use teaching strategies (3.3.2, 3.3.3, 3.3.4) Use effective classroom communication (3.5.2, 3.5.3, 3.5.4) Manage classroom activities (4.2.2, 4.2.3, 4.2.4) Engage with colleagues and improve practice (6.2.2, 6.2.3, 6.2.4)
	At Wenona teachers take responsibility for organising the physical space of the classroom in a safe and orderly manner	• Ensuring that the physical resources are skilfully and safely utilised to maximise student learning outcomes. • Ensuring that the classroom is s safe place, where all students belong and feel a sense of connection to the learning and each other.	Select and use resources (3.4.2, 3.4.3, 3.4.4) Use ICT safely, responsibly and ethically (4.5.2, 4.5.3, 4.5.4)

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OUR DELIVERY – INSTRUCTIONAL PRACTICES	At Wenona teachers communicate effectively with students, viewing effective communication as a key to their effective teaching	• Making the purpose of the learning overt to students, including where it is situated in their broader learning journey of the student, ensuring that opportunities to link the learning to student interest and experience are always identified. • Communicating directions and procedures in a clear manner. • Explaining content in innovative, creative, engaging and imaginative ways. • Communicating with students, using both oral and written language that is correct, expressive and well-chosen.	Report on student achievement (5.5.2, 5.5.3, 5.5.4) Use effective classroom communication (3.5.2, 3.5.3, 3.5.4) Information and Communication Technology (2.6.2, 2.6.3, 2.6.4) Understand how students learn (1.2.2, 1.2.3, 1.2.4)
	At Wenona teachers facilitate learning that is abundant in questions and discussion, that reflects high levels of engagement and intellectual curiosity	• Asking questions that are of high quality, with purposeful wait times and with students formulating their own questions. • Facilitating student led discussion, where responsibility for the discussion and the posing of relevant questions is managed primarily by the students themselves. • Ensuring that students themselves enable all voices to be heard and valued in the classroom.	Use effective classroom communication (3.5.2, 3.5.3, 3.5.4) Use teaching strategies (3.3.2, 3.3.3, 3.3.4) Plan, structure and sequence learning programs (3.2.2, 3.2.3, 3.2.4)
	At Wenona teachers use assessment to inform all aspects of instruction	• Leading classroom instruction to ensure that all students are fully aware of the criteria for assessments, ensuring that criteria and work samples are features of assessment practices. • Actively and systematically eliciting diagnostic assessment information on individual students in terms of their progress. • Providing timely feedback on student progress that is of a consistently high standard and that students make use of this feedback in their learning. • Encouraging students to actively use success criteria to monitor and self-assess their progress in terms of their learning.	Understand how students learn (1.2.2, 1.2.3, 1.2.4) Assess student learning (5.1.2, 5.1.3, 5.1.4) Provide feedback to students on their learning (5.2.2, 5.2.3, 5.2.4) Make consistent and comparable judgments (5.3.2, 5.3.4, 5.3.3) Interpret student data (5.4.2, 5.4.3, 5.4.4)
	At Wenona teachers demonstrate flexibility and are able to respond to changing situations to modify their instruction	• Successfully adjusting a lesson when needed. • Being able to recognise and seize impromptu learning opportunities to enhance learning, often building on student interests or a spontaneous event. • Persisting to find effective approaches to meet individual student needs, drawing on an extensive repertoire of strategies and liaising with ESS staff when needed.	Manage classroom activities (4.2.2, 4.2.3, 4.2.4) Plan, structure and sequence leaning programs (3.2.2, 3.2.3, 3.2.4) Content selection and organization (2.2.2, 2.2.3, 2.2.4) Students with diverse linguistic, cultural, religious and socioeconomic backgrounds (1.3.2, 1.3.3, 1.3.4)

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OUR PROFESSIONAL RESPONSIBILITIES	At Wenona teachers understand the complexity of their work and actively reflect on their teaching to refine their future practice	• Thoughtfully reflect on their lessons in terms of the achievement of instructional outcomes and identifying strengths and areas for future development. • Developing an extensive repertoire of skills that facilitate dexterity in terms of their approaches to future teaching experiences.	Engage in professional learning and improve practice (6.2.2, 6.2.3, 6.2.4) Identify and plan professional learning needs (6.1.2, 6.1.3, 6.1.4) Apply professional learning and improve student learning (6.4.2, 6.4.3, 6.4.4)
	At Wenona teachers maintain accurate records to inform their practice, monitor student progress and development	• Maintaining accurate records of assignment submission, marks and grades in line with the School's published academic handbook and BOSTES Assessment and Reporting Principles. • Developing an array of assessment practices that incorporate assessment of, as and for learning strategies and work towards students contributing to their own assessment and interpreting of the assessment data. • Developing records and data on students that is non-instructional and acknowledges the development of the whole child as part of the school's focus on pastoral care and student wellbeing.	Comply with legislative, administrative and organisational requirements (7.2.2, 7.2.3, 70.2.4) Assess student learning (5.1.2,5.1.3, 5.1.4) Make consistent and comparable judgments (5.3.2, 5.3.4, 5.3.3) Interpret student data (5.4.2, 5.4.3, 5.4.4)
	At Wenona teachers view their work in partnership with parents, ensuring that all communication is professional, informed by teaching and learning, assessment data and with a strong understanding of each individual student and their unique needs	• Developing strategies to frequently share information on the teaching and learning program, assessment data and the progress of the whole child. • Ensuring that responses to parental concerns are managed efficiently and sensitively in line with school policies and procedures. • Ensuring that communication regarding the pastoral care needs of the girls in our care, demonstrates a strong understanding of the girl, her family and her developmental needs.	Engage with parents / carers (7.3.2, 7.3.3, 7.3.4) Meet professional ethics and responsibilities (7.1.2, 7.1.3, 7.1.4) Report on student achievement (5.5.2, 5.5.3, 5.5.4)

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	At Wenona all staff contribute to school culture, maintaining professional relationships that are guided by respect, service, equality, professional inquiry and growth and a commitment to being the best educator they can be. This includes making a contribution to the broader educational community	• Developing collegial relationships that are characterised by mutual respect, cooperation and collaboration. • Assuming a leadership role in promoting a culture of professional inquiry and growth. • Making a contribution to the school community, by participating in the full range of activities and opportunities afforded to Wenona staff. • Developing their own professional identity through their contribution to the broader educational community. By leading conference presentations, volunteering to lead staff professional development, mentoring new staff and contributing to educational research through further study and the publishing of their own work.	Engage with colleagues and improve practice (6.3.2, 6.3.3, 6.3.4) Engage with professional teaching networks and broader communities (7.4.2, 7.4.3, 7.4.4) Comply with legislative, administrative and organisational requirements (7.2.2, 7.2.3, 7.2.4) Identify and plan professional learning needs (6.1.2, 6.1.3, 6.1.4) Apply professional learning and improve student learning (6.4.2, 6.4.3, 6.4.4)
	At Wenona we believe that every teacher has a responsibility to develop and grow professionally. All educators are on a continuum of learning, refining their content knowledge and developing a repertoire of pedagogical skills. Central to this belief in professional growth is the Wenona Improvement Cycle, where our colleagues and students provide feedback on our teaching	• Seeking opportunities for professional development and growth (including action research and professional inquiry) as part of an annual Professional Learning Plan. • Actively engaging in the stages of the Wenona Improvement Cycle, including the welcoming of ongoing feedback from students and colleagues. • Initiating opportunities for professional growth, by making an active and ongoing contribution to the profession.	Engage with colleagues and improve practice (6.3.2, 6.3.3, 6.3.4) Engage with professional teaching networks and broader communities (7.4.2, 7.4.3, 7.4.4) Comply with legislative, administrative and organisational requirements (7.2.2, 7.2.3, 7.2.4) Identify and plan professional learning needs (6.1.2, 6.1.3, 6.1.4) Apply professional learning and improve student learning (6.4.2, 6.4.3, 6.4.4)
	At Wenona our staff understand their professional responsibilities, with all of their actions shaped through a strong sense of integrity and ethical conduct. All of our actions have the students in our care central to all decisions and our behaviours reflect our service to our students	• Ensuring that all interactions, communications and relationships are of the highest standards of honesty, integrity and confidentiality. In line with all school policies and procedures, including but not limited to the Code of Conduct. • Advocate for all children, ensuring that every individual is recognised and known, feeling a sense of belonging and care at school. • Leading and participating in decision making that ensures that all decisions are based on the highest professional standards and are evidenced based, well-planned and evaluated in an ongoing manner • Complying with all statutory, school and government policies for educators.	Comply with legislative, administrative and organisational requirements (7.2.2, 7.2.3, 7.2.4) Meet professional ethics and responsibilities (7.1.2, 7.1.3, 7.1.4