



GOOD SAMARITAN CATHOLIC COLLEGE



Learning and Teaching Framework

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Philosophy and Aims

Good Samaritan Catholic College is committed to ensuring all students engage in excellent holistic learning, founded in all students having equitable access to curriculum and excellent pedagogical practices. Aligned with the Alice Springs (Mparntwe) Education Declaration 2019, our College aims to develop learners who are, and who become, confident citizens with creative capacity, who view learning as a lifelong process that provides them and others with great opportunity, and who understand the importance of being active and informed members of their local and the global community. We recognise that learning is most effective when authentic partnerships between students, teachers, parents and community are focused towards developing capable and resilient young people.

Learning at Good Samaritan Catholic College is founded upon deep and enduring partnership with all stakeholders deeply invested in students' learning pathways. At the College, authentic learner-centred partnerships engage multiple spheres with focus on student learning progress, community spiritual growth, career opportunities, intercultural understanding and respect, growing sustainable wellbeing practices, reconciliation in all forms and personal development. The learning we design and provide at Good Samaritan Catholic College guides successful, creative and confident learners who are active and informed and aim to shape and enrich our world. Our teachers educate the whole person in community; spiritually, physically, socially, emotionally, cognitively and morally, and understand that each student presents us the face of God. Together, we educate with explicit teaching strategies, within our Catholic view of curriculum, to ensure our students are literate and numerate, critical and creative, ethical and moral, socially and personally capable, inter-culturally capable and ICT capable.

The Good Samaritan Catholic College Vision and Mission underscores all elements learning and teaching. The College is a Christian community of lifelong learners committed to the values of excellence, integrity, justice and hope. Our students are engaged in serving the wider community, promoting dignity and being active stewards of the environment. We seek to teach, challenge and transform so students are inspired and to love learning and celebrate achievement, celebrate our Catholic culture inspired by the parable of the Good Samaritan, and embrace change and continuous improvement as integral elements of their lives.

In understanding our learners and catering for their developmental and diverse needs, we are guided by child development research and College-based teacher research to determine our approach and student needs. Our teachers practice inclusive education, supported by Brisbane Catholic Education, underpinned by the following principles:

- Every learner is created in the image and likeness of God and inspired by the Spirit, responds with passion and creativity to life.
- Every learner seeks to find meaning in life and learning and in the Catholic Christian Tradition we find meaning in the person and teachings of Jesus to grow as pilgrim people.
- Every learner is a lifelong learner, with a desire to search for truth and do what is right; accountable for choices and responsible for actions.
- Every learner is in some respect, like all others, like some others, like no other and we respond creatively, flexibly and with a futures orientation to ensure dignity and justice for all.

- Every learner can achieve success in life and learning where diversity is valued and shared wisdom contributes to decision-making that enriches and enlivens our world.
- Every learner brings to the learning experience their own richly diverse life journey to contribute to a community in communion, empowered by the Spirit to be at the service of others.

Good Samaritan Catholic College extends the faith and learning formation of its students in the tradition of Catholic education excellence. With our recontextualised approach to faith and learning development, our teachers engage our students in investigating themselves, their world and how they act and interact in their world guided by their own understandings, the accumulation of what is known and the exploration of what is possible, guided by our Catholic ethos. The transformative process of learning and teaching is captured in the vision of Brisbane Catholic Education to *Teach, Challenge and Transform*. This vision is realised through everyday witness; learning and teaching that challenges and transforms the culture and the world in which we live.

In working to support all of our students, teachers at Good Samaritan Catholic College ensure that we maintain high expectations for all and provide high support for all. The College's universal high expectations are expressed in every classroom, throughout the College and in the wider community and all students aim to model and exceed these expectation. Our teachers and community recognise the need for explicit teaching of the behavioural capacities that underpin the College expectations and this is done with a focus on developing the Australian Curriculum - Personal and Social Capabilities.

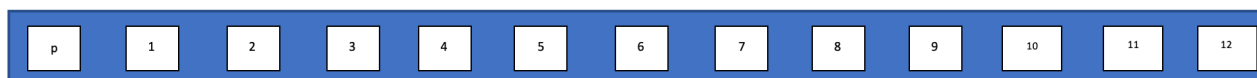
Teachers at Good Samaritan Catholic College use the Brisbane Catholic Education *Model of Pedagogy* as the basis for their planning, teaching and evaluation practices. Teachers engage in cycles of collaboration where strategic decisions are made and planning for next learning defines their future actions. A fundamental underpinning of teacher practice is the enacting of effective and expected practices with a core focus on the literacy, numeracy and thinking skills foundations of learning. Through employing effective and expected practices, teachers respond to their role of causing learning and growth for all of their learning in every lesson, recognising their place as authentic teacher researchers. Assessment is used by teachers frequently in their practice and as a mechanism to evaluate the effectiveness of learning and teaching and catalyst for providing learners with feedback to move their learning forward. The cycle of effective practices is employed with five key elements by teachers; Focus, Establish, Activate, Respond and Evaluate.

Curriculum Overview

Curriculum Organisation

Good Samaritan Catholic College provide students learning through responsive teaching, allowing learning opportunity beyond the Australian Curriculum entitlement. The College recognises students' developmental growth, transitioning from early years learning, through middle years and senior years, providing a basis for lifelong learning beyond the College.

With this in mind, the P-12 Learning and Teaching Framework of our College transforms:



Early Years Learning

Middle Years Learning

Senior Years Learning

Early Years Learning

Prep – Year 1

Students in Prep and Year 1 work on a fortnightly timetable and engage with their core teachers for the majority of their learning. In HPE, The Arts and ICT, students engage with specialist teachers, making full use of the resources and facilities of the College. Students engage in learning where they explore a variety of diverse learning opportunities (explained below - *N.B. All times are per fortnight*).

Core Learning

| | Religion | English | Mathematics | Science | HASS | HPE | Technologies | The Arts |
|--------|----------|---------|-------------|---------|-------|-------|--------------|----------|
| Prep | 5 hrs | 16 hrs | 10 hrs | 2 hrs | 2 hrs | 3 hrs | 2 hr | 2 hrs |
| Year 1 | 5 hrs | 16 hrs | 12 hrs | 2 hrs | 2hrs | 3 hrs | 2 hr | 2 hrs |

Year 2 – Year 4

Students in Year 2, Year 3 and Year 4 work on a fortnightly timetable and engage with their core teachers for the majority of their learning. In, HPE, the Arts and Technologies, students engage with specialist teachers, making full use of the resources and facilities of the College. Students engage in learning where they explore a variety of diverse learning opportunities (explained below - *N.B. All times are per fortnight*).

Core Learning

| | Religion | English | Mathematics | Science | HASS | HPE | Technologies | The Arts |
|---------------|----------|---------|-------------|---------|-------|-------|--------------|----------|
| Year 2 | 5 hrs | 18 hrs | 9 hrs | 4 hr | 4hrs | 3 hrs | 2 hrs | 2 hrs |
| Year 3 | 5 hrs | 16 hrs | 10 hrs | 4 hrs | 4 hrs | 3 hrs | 2 hrs | 2 hrs |
| Year 4 | 5 hrs | 18 hrs | 9 hrs | 3 hrs | 4 hrs | 3 hrs | 2 hrs | 2 hrs |

Middle Years Learning

Year 5 and Year 6

Students in Year 5 and Year 6 work on a fortnightly timetable and engage with their core teachers for much of their learning. In Science, The Arts (Visual Art / Media / Dance / Drama), Technology (Design Technology / Food Technology / Digital Technologies) and Japanese, students engage with specialist teachers, making full use of the resources and facilities of the College. Being the first years of middle years, the students work in a more structured timetable of learning and engage with a wider variety of teachers. *(N.B. All times are per fortnight).*

| | Religion | English | Mathematics | HASS | HPE | Science | Technologies | The Arts |
|---------------|----------|---------|-------------|-------|-------|---------|--------------|----------|
| Year 5 | 5 hrs | 12 hrs | 10 hrs | 4 hrs | 3 hrs | 3 hrs | 2 hrs | 2 hrs |
| Year 6 | 5 hrs | 12 hrs | 10 hrs | 4 hrs | 3 hrs | 3 hrs | 2 hrs | 2 hrs |

Year 5 and Year 6 students rotate through Design Technology Materials, Food Technology and Graphics in their Design Technology lessons, engaging project-based learning in these fields. They also rotate through Dance, Visual Arts and Media studies in a similar project-based format in their learning of The Arts.

Year 7 and Year 8

Core Learning

Students in Year 7 and Year 8 work on a fortnightly timetable and engage with a core teacher for multiple subjects. Their core and PC teacher acts as a 'learning advocate' for the students in their core class. In the middle years, students work in a structured timetable of learning and engage with a wider variety of teachers. *(N.B. All times are per fortnight).*

| | Religion | English | Mathematics | Humanities | HPE | Science | Technologies | The Arts | Japanese |
|---------------|----------|---------|-------------|------------|-------|---------|--------------|----------|----------|
| Year 7 | 5 hrs | 8 hrs | 7 hrs | 6 hrs | 6 hrs | 6 hrs | 3 hrs | 3 hrs | 4 hrs |
| Year 8 | 5 hrs | 8 hrs | 7 hrs | 6 hrs | 6 hrs | 6 hrs | 3 hrs | 3 hrs | 4 hrs |

Rotational Learning

Year 7 and Year 8 students rotate through a combination of Design Technology Materials, Food Technology, Design Technology Engineering and Digital Technologies lessons, engaging project-based learning in these fields. They also rotate through Dance, Drama, Media, Music and Visual Arts studies in a similar

project-based format in their learning of The Arts. Each rotation lasts for one term with students engaging in 6 hours of learning per fortnight in their rotation.

Year 9 and 10

Students in Year 9 work on a fortnightly timetable and focus their learning on exploring their *Passion Pathways*. Their core and PC teacher acts as a 'learning advocate' for the students in their core class. Year 9 and 10 students engage in elective subject choices alongside their core learning, providing them the opportunity to explore courses derived from the Australian Curriculum, deepening their engagement in diverse areas and beginning the process of ascertaining their future learning pathway. (N.B. All times are per fortnight).

Core Learning Structure

| | Religion | English | Mathematics | HPE | Science | Humanities | Pathways |
|----------------|----------|---------|-------------|-------|---------|------------|----------|
| Year 9 | 5 hrs | 8 hrs | 7 hrs | 4 hrs | 6 hrs | 4 hrs | 2 hrs |
| Year 10 | 5 hrs | 8 hrs | 7 hrs | 4 hrs | 6 hrs | 4 hrs* | 2 hrs |

Passion Pathways Elective Learning

Elective courses are conducted for one semester. Students study four chosen courses per semester, with each course occurring four hours per fortnight. Given the developmental needs of students at this stage, Year 9 students continue to engage in multiple Humanities courses.

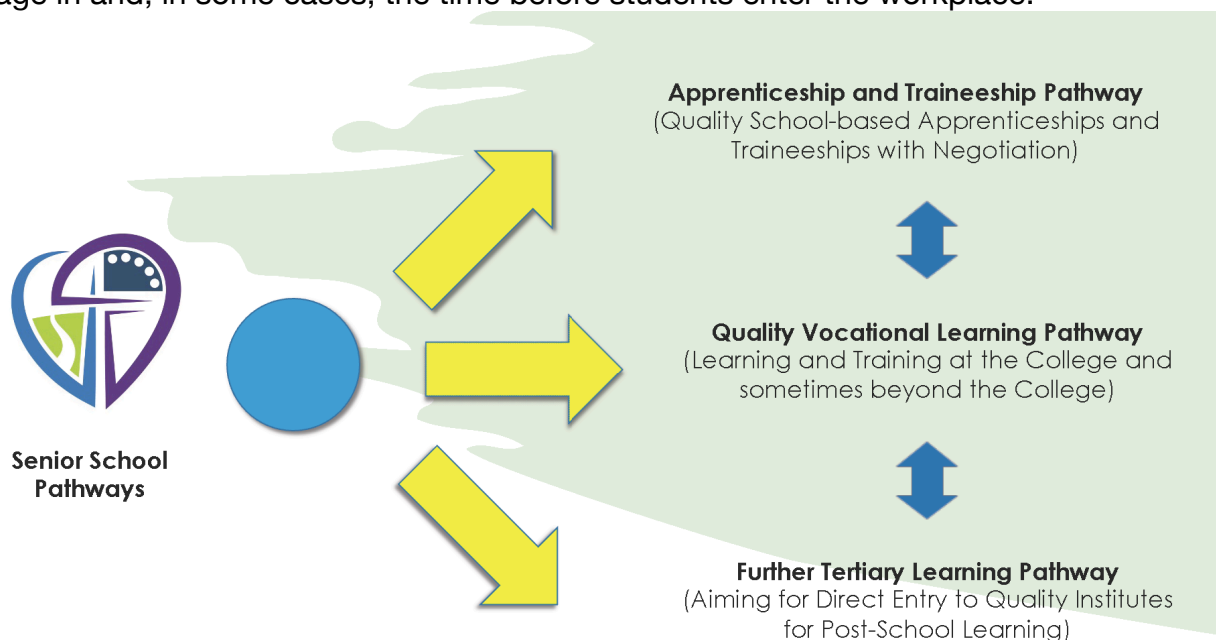
Students engage in rigorous planning and preparation both at the College and at home to discern their selections. Elective choices are linked to fields of future work and study. Below are the courses in fields that provide the framework for students to discern their future options:

| Industry Training | Specialised Sciences and Engineering |
|---|--|
| <p>Work pathways include: Building Trades, Construction, Plumbing, Electrical Trades, Chef, Tourism Operator, Mechanical Trades, Landscaping and more.</p> <p>Subjects include:</p> <ul style="list-style-type: none"> • Trades Taster course • Practical Design • Fashion Design • Sustainable Food Futures • Cert 1 Hospitality • Engineering and Robotic Design | <p>Work pathways include: Engineer (multiple types), Microbiologist, Physicist, Pharmacist, Technician, Archaeologist, Biomedicine, Aviation, and more.</p> <p>Subjects include:</p> <ul style="list-style-type: none"> • Physics • Engineering and Robotic Design • Human Performance • Mathematics Extension • Human Biology • Chemistry • Biology |
| Design and Innovation | Communications and Creative Enterprises |
| <p>Work pathways include: Architecture, Sustainable Design, Graphic Design, Fashion Design, Accountant, Marketing, Software Development, and more.</p> <p>Subjects include:</p> <ul style="list-style-type: none"> • Economics and Business • Engineering and Robotic Design • Practical Design • Fashion Design • Mathematics Extension • Physics | <p>Work pathways include: Journalism, Social Media Manager, Photography, Creative Arts, Dance, Film, Animation, Music, Public Relations and more.</p> <p>Subjects include:</p> <ul style="list-style-type: none"> • Dance • Drama • Media • Music • Visual Art • Literature • Dance Extension • Drama Extension • Media Course 2 • Visual Art Course 2 • The Art of Fiction |
| Health Services and Physical Performance | Human and Environmental Services |
| <p>Work pathways include: Nursing, Physiotherapy, Sports Professional, Fitness Training, Sports Coaching, Occupational Therapy, PE Teaching, Nutrition, and more.</p> <p>Subjects include:</p> <ul style="list-style-type: none"> • Human Performance 1 & 2 • Fitness • Sport & Recreation 1 & 2 • Sustainable Food Futures • Human Biology • Chemistry • Cert 1 Hospitality | <p>Work pathways include: Law, Counselling, Teaching, Social Work, Real Estate, Politics, Business Management, Sales, Policing, Environmental Science, Town Planning, and more.</p> <p>Subjects include:</p> <ul style="list-style-type: none"> • History • Geography • Civics • Economics & Business • Ancient History • Biology • Chemistry • Legal Studies |

Senior Years Learning

Year 11 and Year 12

Good Samaritan Catholic College has established three interconnected pathways for our Senior School students to organise their learning. The three pathways are interconnected and many students will work across two pathways in their study in Year 11 and Year 12. Each of the three pathways has a similar goal - to see the students eventually enter high-quality and life enriching work. The pathways differ in the training processes the students engage in and, in some cases, the time before students enter the workplace.



The Apprenticeship / Traineeship Pathway

Good Samaritan Catholic College is committed to our students entering quality work. We aim to connect with recognised business partners in our community to provide opportunities for our students and for employers. Students, their families and employers engage in partnerships that build quality apprentices and trainees who become qualified, engaged, proficient employees who contribute meaningfully to their community.

School-based Apprenticeships and Traineeships (SATs) are fully negotiated agreements between students and families, the College and employers that provide optimal access to learning and training for students engaging in apprenticeships and traineeships. Our experienced College Leaders guide these negotiated arrangements to ensure the students' best interests are catered for in the arrangement. Students working in School-based Apprenticeships and Traineeships continue appropriate aspects of their Senior School learning at the College and engage in work and training with their employer partner in a flexible arrangement. They often work across the Apprenticeship and Traineeship Pathway and the Quality Vocational Learning Pathway.

School based traineeships are completed over a 1 or 2 year period whilst school based apprenticeships continue after school until the apprenticeship is completed (usually 3 years after school). Applications for School-based Apprenticeships and Traineeships

require a mature, 'seeking work' approach and involve significant preparation and planning. The College will announce when applications for SATs open.

The Quality Vocational Learning Pathway

The College has built a highly-qualified and highly-experienced staff with capabilities to lead Quality Vocational Learning across an array of fields. We aim to engage Senior School students in learning and demonstrating vocational competencies that lead to highly-desirable qualifications for work beyond school. Qualifications and certifications offered at and beyond the College will target the significant industries in South-East Queensland.

Quality vocational learning will provide students with industry level skills that will lead them to further learning and employment. Students pursue this pathway for numerous reasons including entry to employment straight after school, opportunity for further vocational training after school, post-school apprenticeships and traineeships and to supplement their learning and provide entry to university options.

Students pursuing the Quality Vocational Learning pathway will generally supplement their qualifications and certificate learning with QCAA General or Applied courses and will pursue study in Religion, English and Mathematics.

The Further Tertiary Learning Pathway

Good Samaritan Catholic College offers a high-quality, diverse range of courses aimed at providing students who are seeking direct entry to university after school with the best preparation to excel. Our highly-qualified teacher leaders have developed exemplary courses across learning areas. The College has examined pre-requisite learning across a wide range of university courses and provides students with quality guidance and opportunity to excel in their Senior School study. Crucially, the College is forging strong relationships with universities in the areas and across South East Queensland.

Students engaging in the Further Tertiary Learning pathway will study QCAA General Courses, and they may supplement their learning with a QCAA Applied Course or some vocational learning where they pursue a qualification. They will pursue the attainment of an ATAR that allows them opportunity to enter their chosen further tertiary courses or offer them opportunities to enter a range of courses they are strongly interested in.

The College will continually monitor student achievement to ensure they are 'on track' to achieve their goals to enter their chosen further learning course(s).

Senior School Onsite Learning Structure

Students in Year 11 and Year 12 work on a fortnightly timetable and engage in compulsory courses in Religious Education, English and Mathematics. Their PC teacher acts as a 'pathways mentor' for their students in their pastoral care class. In the senior years, students work in a structured timetable of learning and engage in an array of courses including QCAA General and Applied courses, and a wide variety of Certificate and sometimes tertiary qualifications. Year 11 and Year 12

students engage in elective subject choices, each course being studied for 8 hours per fortnight. An indicative grid of subject offerings for students is shown below.

| Senior School Subject Choices | | | | | |
|-------------------------------|-------------------|--|----------------------------------|----------------------------------|-----------------------------------|
| Mathematical Methods | General English | Biology | Certificate III Business | Study of Religion | Study of Religion |
| General Mathematics | Essential English | Chemistry | Drama | Religion & Ethics | Religion & Ethics |
| Essential Mathematics | Literature | Design | Geography | Biology | Certificate III Business |
| Special Mathematics | | Media Arts in Practice / Film, TV, New Media | Physical Education | Certificate II Construction | Legal Studies |
| | | Certificate II Engineering | Physics | Dance | Modern History |
| | | Certificate IV Crime and Justice | Certificate IV Crime and Justice | Certificate IV Crime and Justice | Certificate IV Crime and Justice |
| | | Certificate II Cookery | Sport & Recreation | Specialist Mathematics | Social & Community Studies |
| | | Certificate III Tourism | Music | Visual Arts | Certificate II Sport & Recreation |
| | | Certificate III Aviation | Business | | Certificate III Fitness |
| | | SAT | SAT | SAT | SAT |

Effective Assessment

Good Samaritan Catholic College recognises assessment as being a critical tool for students being able to demonstrate their learning to the community and themselves. Improving students' learning and achievement is wholly dependent on teachers and students having a clear picture of what the student understands and can do, and especially, what the student should do next to improve. Effective assessment is recognised as an integral and strategised sequence of demonstration opportunities for students to articulate the breadth and depth of their learning. Effective assessment is ongoing and tends to centre on three interconnected modes - *informing learning and teaching*, *assessment for learning* and *assessment of learning*.

Informing Learning and Teaching - Assessment as Learning

This mode of assessment is recognised by features of effective questioning techniques from the teacher and revised efforts based on quickly targeted feedback by the student. It is rarely referred to as an area of assessment. What's more, it has been found to be the area of assessment where the real improvements in learning take place. The hard work of teaching, the work that makes a real difference to student learning, is in the careful planning and monitoring of what students do and do not understand, followed by the strategies and different teaching approaches teachers are willing to employ to ensure that individual students are the subject of action to see them constantly improving. It must be stressed, teachers must be always on the 'look out' to understand what each and every student understands and can do, and this will vary widely across a class. Of greater importance, teachers must be able to identify what students must do next to improve and provide, almost immediately, a range of opportunities for this improvement to occur. This has profound implications for teacher planning and practice as they seek to move forward in their work with their students.

Good Samaritan Catholic College uses its strategically developed learning intentions and success criteria to formulate strategic teaching choices being formed throughout the learning process. Teachers carefully plan questions, learning activities and student demonstrations to inform themselves and their students about next learning needed for progress. Tools such as success criteria progressions are experimented with to inform teachers and students about learning success and to guide decision making about next learning.

Assessment for Learning

This area of assessment has been used by teachers as a guide for both students and teacher to strategically recognise the conceptual understandings and skills the student has mastered at a foundational level and prospectively at a transfer level, along with those conceptual understandings and skills yet to be attained. Assessment for learning activities tend to be based on smaller subsets of learning that will contribute to broader learning success in the near future. One of the difficulties with this area of assessment is that when poorly administered, some teachers use it to say to students 'You are not doing as well as you can, you must revise more, or you must study harder'. This is not working to improve student learning - it is an ineffective strategy. This area of assessment must be seen as an opportunity for students to see how they are progressing and must be followed up with targeted teacher directions and guidance that students follow to attain the concept or skill. Effective teachers monitor progress from assessment for learning tasks, review their

teaching, provide strategic feedback to students and work to lead them to success in next learning.

The critical element of Assessment for learning is linkage to clearly shared and clarified learning intentions and carefully constructed success criteria. Effective practice includes teachers displaying and directly referring to success criteria progressions with students. This practice ensures clarity between the student and the teacher about their learning progress, directly referencing the Australian Curriculum achievement standard. The feedback provided to students, parents and teachers concerning 'how the student is going', 'where the learning is going' and 'where the student must do next work' is vital to the Assessment for learning process to be effective.

Assessment of Learning

After the guidance through the multiple and varied opportunities for formational assessment described above, assessment of learning provides an opportunity for students to bring demonstrate the conceptual understandings and skills they have been developing in a meaningful and preferably authentic context. It is critical students' are properly prepared for any assessment of learning task - this is not a time for surprises, but an opportunity for all students to demonstrate the breadth and depth of their learning. Assessment of learning should be built upon the informing learning and teaching and assessment for learning modes that have been formational in building student learning to this point. The assessment developed in this mode should reflect the literacy, numeracy, thinking skills / cognitive verbs and Australia Curriculum / approved curriculum conceptual understandings and skills students have built. It should provide an authentic exploration of the enduring questions and big ideas drawn from the approved curriculum and Australian Curriculum.

As students progress from the Early Years of learning into the Middle Years, Assessment of learning becomes more formalised and often engages marking guides and rubrics for standardising and moderating assessment. All elements for designing such rubrics should be drawn directly from the Australian Curriculum and the approved curriculum as appropriate. Teachers, through moderation processes, examine the suite of assessment tools implemented and make decisions about students' progress against the achievement standard that is then reported in formalised reporting processes.

Teacher Planning

Learning is core business at Good Samaritan Catholic College.

Planning in the Early Years

In Prep to Year 6 learning occurs in contexts that are meaningful and purposeful, providing opportunities to connect with the community and positively contribute to the community. Learners in P-6 at Good Samaritan Catholic College are central in the rigorous process of planning for learning that engages students as reciprocal partners in the construction of learning.

The Australian Curriculum and The Religious Education Curriculum are the references for planning for all students at Good Samaritan. The Model of Pedagogy is used to guide consideration of the principles and practices of learning and teaching that lead to success for all learners.

There are two phases within the process of planning for learning:

- The first is a cohort activity that occurs in advance of teaching. Achievements on a Page, Content on a Page and Line of Sight documents are the source documents for planning and are used to identify the Learning Intentions from the Achievement Standard and develop the Learning Pathways using the content descriptions.
- The second is a focus on teacher clarity that is achieved through dialogue during the planning process supporting shared understandings about the learning progress and achievement.

Planning timeframes are flexible and responsive to the needs of the students and the demands of the learning. Learning is multidisciplinary and the planning process surfaces authentic connections across Learning Areas to add depth and rigour to the learning.

Preparation is the responsibility of each class teacher. This phase of the process supports targeted instruction, identifying where learners are in relation to the learning progress identified on the Learning Pathways. Teachers use practices from the Gradual Release of Responsibility to prepare learning experiences to support every learner to progress and achieve. Preparation is ongoing and responsive. Teachers prepare experiences that engage students in multiple ways of knowing and interacting and multiple opportunities to practice. Teachers use the Learning Pathways to offer specific feedback to the learners and to reflect on the progress of the learners in order to prepare subsequent learning experiences.

Assessing

Assessment is an ongoing and systematic process in P-6 at Good Samaritan Catholic College. Teachers create and share Learning Intentions and Learning Pathways with learners promoting a reciprocal partnership between student and teacher in monitoring learning progress. This ongoing monitoring data is used as assessment for learning to ensure that learning and teaching is responsive to the needs of all learners. Learning Pathways are developed to reflect the ongoing developmental nature of a particular learning intention and the task specific nature of the criteria is negotiated with the

leaners within the learning context. This approach to the development of Learning Pathways supports teachers and students in the revisiting of Learning Intentions in short cycles of learning promoting spaced acquisition over mass acquisition of knowledge. These same Learning Pathways are used at the conclusion of short cycles of learning as assessment of learning enabling teachers and learners to track learning progress and achievement. Students use the Learning Pathways to describe where they are in the learning and as a reference for establishing learning goals. Teachers use a range of Learning Pathways in any given Learning Area to inform evaluative judgements for the purpose of reporting (see below for examples).

| | | | | |
|---|---|--|---|--|
| Use estimation and rounding to check the reasonableness of answers to calculations | | | | |
| With teacher support I can: <ul style="list-style-type: none">•Round numbers to the nearest whole | I can: <ul style="list-style-type: none">•Estimate answers using rounding | I can: <ul style="list-style-type: none">•Check the reasonableness of answers using estimation and rounding. | I can: <ul style="list-style-type: none">•Use multiple strategies to check the reasonableness of answers using estimation and rounding. | I can: <ul style="list-style-type: none">•Use effective strategies to check the reasonableness of answers using estimation and rounding. |

Planning in the Middle Years

In Year 7 to Year 9 at Good Samaritan Catholic College, learning is engaging, connected, responsive and foundational for future choices. Learning structures follow a Middle Years philosophy in terms of ensuring core teachers for a variety of subjects and sometimes engaging project-based learning modes, particularly in The Arts and Technology subjects. Literacy development is a core focus in all learning areas with all teachers taking collective responsibility for literacy attainment.

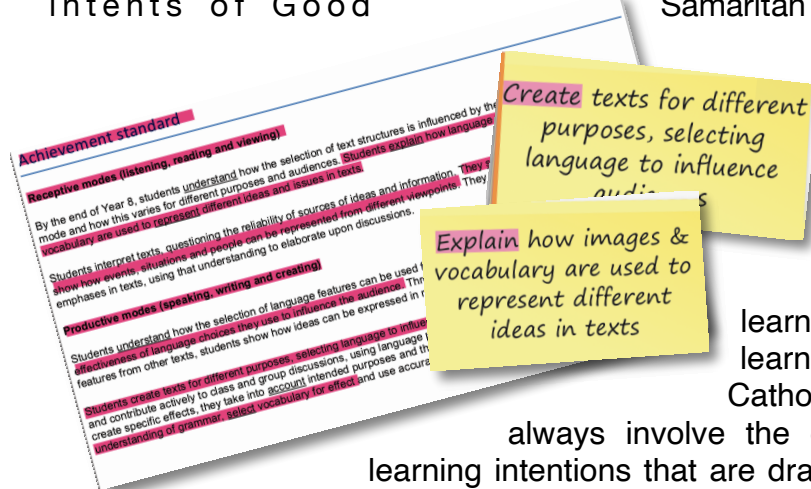
The planning processes embedded in the Middle School reflect this philosophy and are augmented by regular short-cycle collaborations across multiple learning areas. The diagram below outlines the focus of planning processes in our Middle School:



Teacher Clarity

Teacher clarity and improving
intents of Good

literacy achievement are the core teaching
Samaritan Catholic College.



Learning Intentions

Effective teacher-developed
learning intentions are essential for all
learning and teaching at Good Samaritan
Catholic College. Teacher planning should

always involve the development of, and reference to,
learning intentions that are drawn from the achievement standards
of the Australian Curriculum and the approved Religious Education
curriculum. The language used should be crafted to ensure all students are clear on what
they are learning, what understandings will be developed and what key skills / attributes
will be evident after learning.

We have to be somewhat careful about what the learning intentions we develop look like
and say. Firstly, they must be not in 'teacher talk', but in a form and language that our
students can fully grasp. We should, however, introduce our students to key terminology
such as cognitive verbs to build their understanding. Secondly, our learning intentions
need to provide us as teacher, and our students, with a basis to make valuable
judgements of learning progress.

Sharing the learning intentions with the students using deliberate strategies to promote
understanding is more important than simply developing them. Remember, if it's worth
teaching, it's worth teaching properly. Slow down, take the time to share learning intentions
fully and ensure all students are clear on what they are learning, the skills / attributes they
are developing and the understandings they will build.

When developing learning intentions, teachers at the College work collaboratively and
draw from the approved curriculum achievement standards. They:

- carefully examine the achievement standard for the year level, and prepare to look at the level
above and the level below
- highlight the core understandings and skills as an identifier for learning intention development
- take careful note of the cognitive verbs embedded as a basis for explicit sharing (with students)
and teaching

- develop curriculum-based learning intentions based on conceptual understanding and skill development
- rework the curriculum-based learning intentions wording and imagery so that they can be clearly understood by all students
- examine the level(s) below and above to ensure that learning intentions are relevant for learners with other abilities and needs

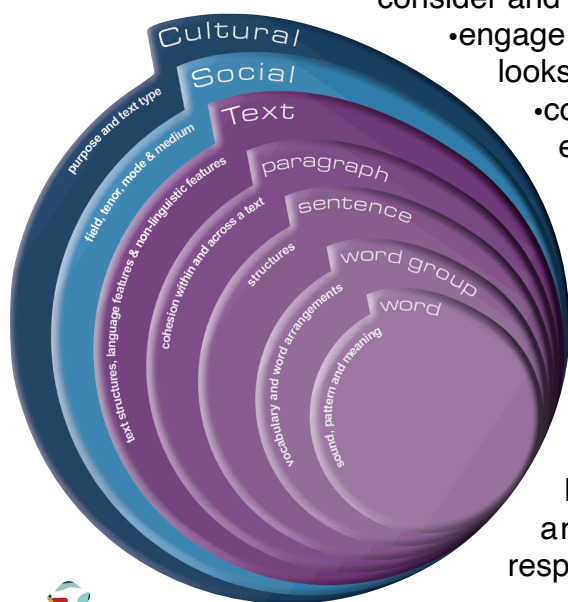
Teachers use a variety of methods to effectively share learning intentions with the students, always ensuring they engage the learners with understanding what the cognitive verbs embedded in the learning intentions explicitly ask students to do. Some teachers use images associated with the verbs, some engage peer interactions and targeted questioning. All teachers ensure that there is a definite clarity of understanding before they engage students in the learning.

Success Criteria

While learning intentions and success criteria are related, they are fundamentally different components of ongoing classroom assessment and it is essential to distinguish between them. Learning intentions are focused on “why are my students doing this?” whereas success criteria are focused on “what actions will students undertake to demonstrate success in the learning?” Again, it is essential that students have a clear understanding of success criteria and what it is they must do to demonstrate success. It is important to recognise here that success criteria are not always the same across the class - indeed a differentiated classroom will see the teacher modify the complexity of the success criteria for the different learners in the class.

To engage deep student understanding of the success criteria, teachers frequently co-construct the statements of success with their students. Depending on the learning group, this can be done as a group, in smaller groups and with individuals. In preparing for construction of success criteria teachers:

- examine their proposed learning intentions and consider the associated content descriptions and learning progressions for the year level and context
- prepare initial thinking about what the success criteria could be based on the learning intentions and content descriptions
- prepare appropriate work samples that demonstrate a level of success for students to consider and develop understandings of success
 - engage the students in effective discussion about what success looks like and how it is achieved in the work sample
 - co-construct success criteria with the students as a critical element of the learning and teaching process and ensuring the consulted learning progressions and content descriptions are being embodied in the students’ success criteria



Identifying Inherent Literacy Focus in the Learning

Ensuring every student continually builds effective literacy and numeracy understandings and skills is the responsibility of every teacher at Good Samaritan Catholic



College. Teachers at our College engage in cycles of data collection, analysis and strategic action to engage all students in improvement of their literacy and numeracy understandings and skills. The skills of literacy and numeracy are not an adjunct to learning, but are explicitly taught by all teachers as a core component, foundational for success and transferable to other learning contexts.

Literacy

At our College, we develop and maintain shared goals and expectations for literacy achievement and improvement. Our teachers adopt the school-wide approach to literacy development and commit to ensuring the clear intent of the [Australian Curriculum General Capability: Literacy](#) is developed fully in their practice. They scaffold explicit learning opportunities to meet the literacy demands inherent in their learning areas, ensuring that full literacy development is the responsibility of all teachers and is strategically monitored, planned for, mapped and resourced within a community of practice amongst our teachers. Our expectations for literacy achievement are shared readily with our community and parents are engaged to ensure partnership of learning development in this core area of learning.

The **‘Context / Text’ model of language** is a common approach adopted to literacy learning by our teachers. Drawn from functional literacy research of Halliday (2009), the model engages teachers in developing learning experiences that use language as a resource for making meaning through which students interactively shape and interpret their world and themselves. The focus is on ensuring that all students have access to the linguistic resources that are required for success in their learning.

The subculture in which our students operate surrounds all of their understandings, choices and skills of literacy. For our students, we use the language of *genres* to explain how to achieve particular social purposes. *Genres* define the form of articulation for our students and provide all teachers with a basis to guide them in achieving purpose.

Working together, understanding the language system, the register and the social purpose provide the framework for our approach to functional language and the explicit teaching of literacy.

Comprehending is a foundational element of students’ literacy abilities and strategic teaching, monitoring and individualised guidance lies at the core of developing meaning making abilities. Teachers at Good Samaritan Catholic College employ a range of strategies to prepare and guide our students in making meaning in their reading and building of comprehension skills. Before and during reading, our teachers:

- activate students’ prior knowledge - understanding what the student already knows about the reading process, understanding their vocabulary knowledge, understanding their topic knowledge, understanding their content knowledge, clarifying their knowledge and understanding of genres and the language features of them.
- employ questioning techniques - posing strategic questions to students throughout the reading process, guiding students to ask their own questions and questions of their peers to clarify understanding, guiding students to ask themselves “does this make sense?” questions before, during and after the reading process.
- guide students to make connections - guiding students to make text to self connection, text to text connection and text to world connection.

- prompt the identifying of literal comprehension (literal comprehension leads to inferential and evaluative comprehension) - teachers use key words, skimming and scanning techniques to help students identify literal information in an efficient manner.
- guide students to visualise to connect more deeply with the text - teachers provide opportunities for students to create their own mental images and share how they created them and what they say about the text. Students are guided to understand that images can be shared in multiple formats and there are no wrong images - but information shared about the text is valuable. Students should be supported to include information that is both literal and inferential in their images.
- prompt thinking to draw inferences - teachers deliberately link students to their prior knowledge and ask them to predict, interpret, make assumptions and draw conclusions about what they have read.

After students have been reading, our teachers:

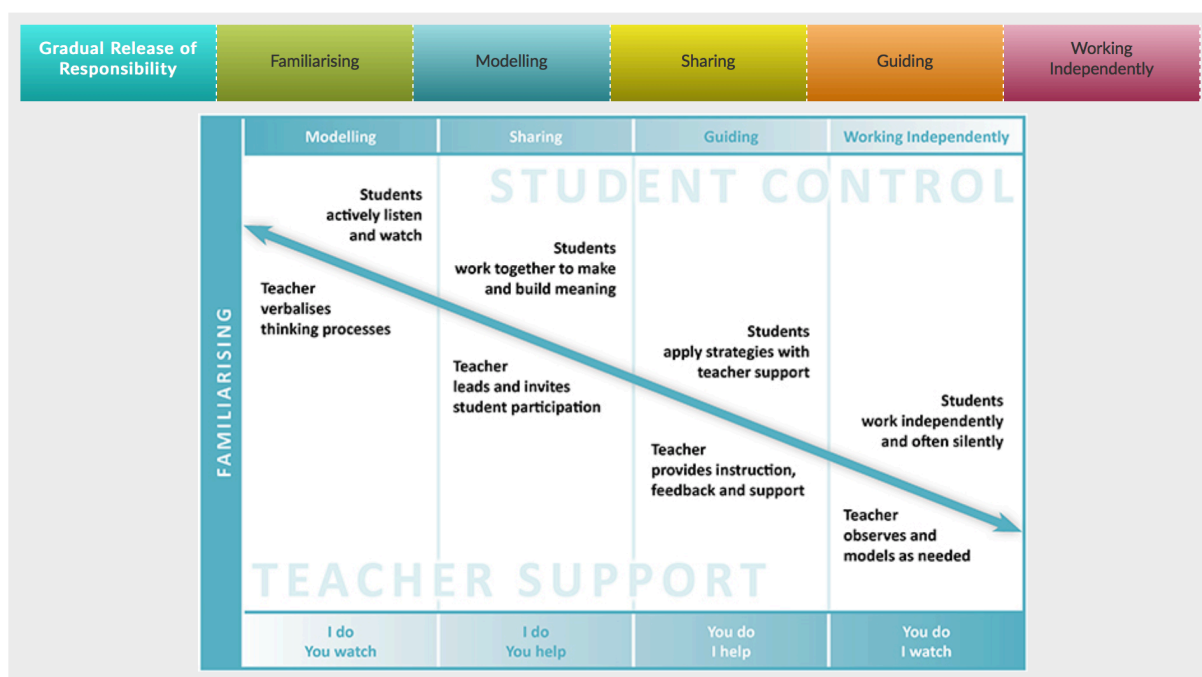
- guide students in retelling - encourage all students to retell their reading in their own words, phrases and ideas. Students are encouraged to select key points, consider key events, identify problems and solutions, and consider characters and settings where appropriate.
- promote skills of summarising - explicitly teach students how to identify key ideas, consider connections between key ideas and how they work together to create meaning, identify and use key information with emphasis on fact-based phraseology, take meaningful and effective notes and think critically about perspective and self-interpretation.
- promote skills of synthesising - explicitly teach students how to combine their prior knowledge with new ideas to create new thoughts / ideas / opinions / perspectives.
- guide students to critically reflect - guide students through understanding the literal meanings, then link to their prior knowledge, then analyse, evaluate and reflect based on their prior knowledge and new understandings.
- question to engage deep thinking - using strategies that require students to organise their understandings into literal / analytical / predictive / synthesis categories.
- promote students inferring skills - teachers deliberately link students to their prior knowledge and ask them to predict, interpret, make assumptions and draw conclusions about what they have read.

Our teachers employ effective processes and strategies to ensure students develop the skills to independently develop their comprehension abilities. Throughout the process, our teachers:

- support students to use information (clues) from the text and from their own prior knowledge to make predictions - students are guided to make predictions, revise them as they learn more from the reading and make new connections to justify the source of their predictions.
- monitor student meaning making - recognising when meaning making has broken down for the student, identifying precisely where and at what level this has occurred and intervening strategically to guide the student to clarify meaning.
- encourage students to engage in skimming - recognising that skimming a text promotes students being cognitively prepared for what they may encounter and to make decisions efficiently about the relevance of what they are considering reading.
- encourage students to engage in scanning - recognising that scanning for specific and desired information strongly promotes students' efficiency of making use of text.

- promote students cross-checking for clarification - engaging explicitly taught peer evaluation techniques to guide student comprehension resilience.
- explicitly teach the skills of self-checking - developing self-reliant mechanisms for clarifying comprehension understandings.

The ***Gradual Release of Responsibility*** methodology is a proven model where teachers can engage their learners in taking ownership of their learning while offering responsive supports to ensure all students achieve their intended learning goals. The *GRR* method is not linear, but engages teachers in moving back and forward between stages in response to the learning needs demonstrated by the students.



Familiarising involves the teacher directing students to the learning. The focus is on the whole class having opportunities to activate and share their prior knowledge about the learning context. This part of the learning tends to be focused also on clarifying the language of the context in a social manner (as opposed to writing glossaries and so forth). Clear direction is provided by the teacher with the aim of engaging active participation from the students.

Modelling engages the teacher in demonstrating and verbalising the behaviours, step-by-step thinking and step-by-step actions used in the learning context. The teacher aim is to explicitly guide the students through the processes in a deliberate manner with the whole point being 'thinking aloud'. The teaching sessions are generally brief and are focused around a single skill. The teacher gives multiple demonstrations to clarify understandings and strategies for the students.

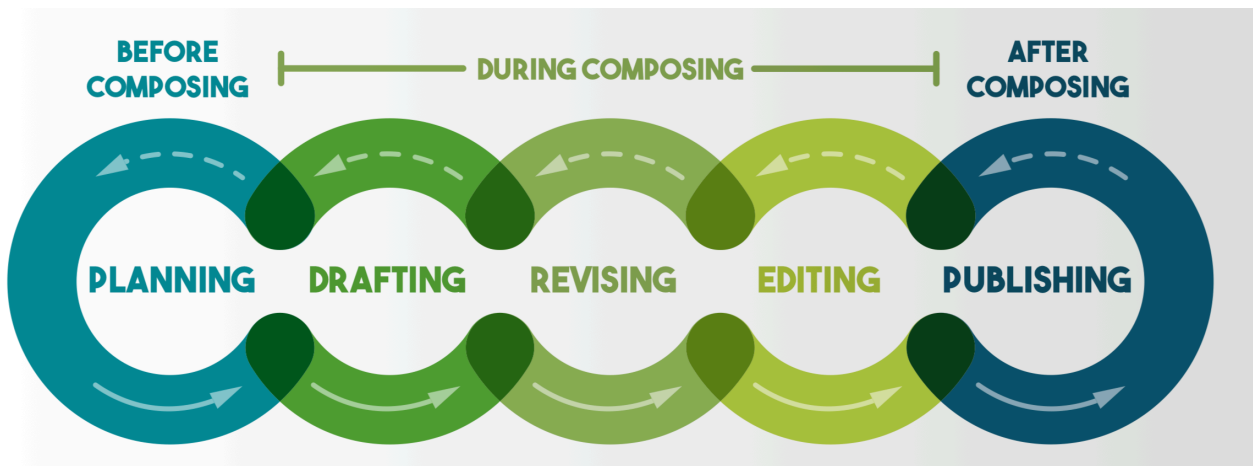
Sharing is the stage where the teacher acquires a strong understanding of students' abilities to complete the steps of the activity. The teacher works collaboratively with the students to jointly construct meaning and develop a range of strategies for comprehending and undertaking the activity. The teacher aims to develop the confidence of the students to access, undertake and create in a manner that would have been beyond their capability independently. The teacher engages a blend of co-constructed modelling, class and individual participation in steps and targeted discussion to gauge understanding. A core aim is to have the students articulate clearly what they need to do to complete the task.

Guiding is the stage where the teacher uses questioning and mentoring strategies to consolidate students comprehension of the activity and associated texts and materials. Teacher strategies are aimed at assisting students to independently engage the processes and strategies that were previously engaged in ever-increasing modes of complexity. The students' objective is to demonstrate a level of mastery in the learning whilst being able to access support if necessary. Being independent demonstration, there tends to be strong individual focus in the classroom.

Working independently is the point where the student has demonstrated competence and is able to make their own choices to increase the complexity of their learning and move towards mastery. Students are provided with opportunities to make some independent decisions and are encouraged to share their learning with the classmates at times determined by the teacher.

| | POTENTIAL WHOLE | POTENTIAL PART | POTENTIAL WHOLE |
|-------------------|---|--|---|
| PURPOSE | Prepare learners for new instruction by aligning what they already know to the learning intention and new content. Motivate learners by outlining the "meaningfulness" and "connectedness" of the content (Swanson & Law, 1993, pp. 45) | Develop mastery of individual skills and knowledge. Unless a learner has a solid understanding of the "parts," then they will be unable to adequately grasp the "whole" | Link the individual "parts" together. The teacher here becomes responsible for transferring the new knowledge from short-term to long-term memory. This process also increases learner confidence in the skill/knowledge. Opportunity for student reflection on learning experiences |
| CHARACTERISTICS | <ul style="list-style-type: none"> • Whole class or group • Students share and draw upon their prior knowledge • Links to learning intentions and success criteria • Provides the "big picture" • Brief sessions (10-20 minutes) • Can be blended learning experiences of teacher instruction, class participation and focussed discussion | <ul style="list-style-type: none"> • Structured via Gradual Release of Responsibility model • Teacher is responsive to student attainment of skill/knowledge • Can be collaborative • Opportunity for differentiation (not rotational, i.e. not every student does every learning experience) • Links to learning intentions and success criteria • Engage in feedback | <ul style="list-style-type: none"> • Learners are active in the process • Enable students to practise all skills outlined in the "parts" in one process • Is a blend of whole class and individual learning experiences • Teacher uses learning experience to provide feedback to learner and seek feedback for future learning • Can be brief (10-20 minutes) • Link back to learning intentions and success criteria |
| EXAMPLE LEARNING* | <p>Familiarising:</p> <ul style="list-style-type: none"> • Think, Pair, Share • See, Think, Wonder • Mindmap/Brainstorm • KWL/KWHL Chart • Videos/Images/Stimulus and discussion <p>Sharing:</p> <ul style="list-style-type: none"> • Class discussion • Jigsaw groups • Vocabulary Development • Purposeful questioning <p>Modelling:</p> <ul style="list-style-type: none"> • Demonstrations • Scaffolds • Think Alouds • Model reading or writing • Anchor Charts | <p>Modelling:</p> <ul style="list-style-type: none"> • Demonstrations • Scaffolds • Think Alouds • Model reading or writing • Anchor Charts <p>Sharing:</p> <ul style="list-style-type: none"> • Text deconstruction • Joint research/planning • Detailed/multiple reading • Fish bowling • Jointly compose and comprehend <p>Guiding:</p> <ul style="list-style-type: none"> • Targeted groups • Guided writing • Provide mentor texts and examples <p>Working Independently:</p> <ul style="list-style-type: none"> • Compose or comprehend text | <p>Sharing:</p> <ul style="list-style-type: none"> • References to anchor charts • Literature Circles • Student led conversations • Visual image prompts • Co-construction of meaning with students • Purposeful Questioning <p>Working Independently:</p> <ul style="list-style-type: none"> • Peer/teacher feedback • Self selection of texts/resources/materials • Draft • Transfer of knowledge to a different context • Retell • Student reflections |

Whole-Part-Whole is a teaching methodology that can incorporate *Gradual Release of Responsibility* pedagogies. Learners are given opportunities not only to absorb new learning, but to transfer it and consolidate it.



The ***Composing of Texts*** underpins much of the work that we do as teachers in promoting students' achievement. Being competent composers provides students with the tools to express their thinking with precision and clarity to meet the context they are working in. All teachers at Good Samaritan Catholic College promote the skills of composing texts as a core component of their work.

Teachers recognise that the process of composing is not linear. Our students, as composers, have various starting points and move backwards and forwards as they move towards completion, always aware of the purpose of their writing and their intended audience as they construct. When working to teach students to compose texts, our teachers employ the pedagogical strategies already outlined in the Model of Pedagogy.

Our teachers understand composing to be a process involving *planning, drafting, revising, editing and publishing*. In engaging the process of composing, our teachers:

- 'build the field' through engaging students' prior knowledge - they interact with a variety of texts in a variety of ways, explicitly outline the purpose and audience, provide work samples for students to better understand intents of their work, collaboratively deconstruct and promote co-planning, guide the gathering of information, guide students in selecting, organising and developing ideas through the use of dialogue accompanied with graphic organisers and explicit diagrams.
- employ techniques to guide 'drafting', 'revising' and 'editing'
- 'drafting' can engage the co-construction of elements of the writing with the use of anchor charts and vocabulary builders. Peer interactions are encouraged and *Gradual Release of Responsibility* methods guiding the process.

- '*revising*' engages different modes of feedback to move the writing forward. Feedback from the teacher can be direct and address the literacy components from the writing task and the success criteria from the specific task. It can focus on idea inclusion, text structure, purpose and audience, sentence structure and punctuation, cohesion, vocabulary and composition.
- '*editing*' focuses on making changes to ensure that the text achieves the goals it sets out to achieve and adheres to genre conventions. Teachers encourage students to verbalise (read aloud) to check writing accuracy (spelling, grammar, punctuation), model skimming and scanning, explicitly teach students to use editing codes in their work, engage peer checking and use traditional checking devices and technology to self-check writing.
- '*powerfully publishing*' centres on teachers explicitly teaching the skills of publishing with ICT and other modes - performances, diverse multi-media, web 2.0 tools, spoken formats and more.

Good Samaritan Catholic College recognises the critical nature of literacy skill development for each and every student and all staff accept the mission of ensuring every student improves their literacy achievement as a foundation to building their achievement in every learning domain. The approaches outlined in the literacy element of our pedagogical approach are a basis for our work and, under a College-wide developmental approach, allow for the tracking and mapping of student achievement. Every member of our teaching staff is expected to develop their expertise in the literacy approaches outlined and accept the responsibility for promoting the literacy achievement of every student.