

TEACHING AT PERTH MODERN SCHOOL

Perth Modern School first opened in 1911 offering a “modern” education to students of strong academic ability. It developed an outstanding reputation based on the achievement of high educational standards and the successes of former students as leaders throughout the community. In re-establishing the unique tradition of Perth Modern School as a selective school of academic excellence, outstanding students are offered an excellent education in a unique school with proud traditions.

Gifted and Talented students are special needs students. Therefore teaching at Perth Modern School presents both rewards and challenges. Students are a joy to teach. They are very engaged in the teaching and learning process. The challenge is providing opportunities for each and every student and particularly stretching the top students. The curriculum will be discipline based, with academic rigor and flexible programs which accelerate, extend and enrich learning for each student. Perth Modern School is an inclusive environment which celebrates diversity. In addition to the formal curriculum, students will develop a sense of belonging and connection through a wide variety of co-curricular activities and an extensive advocacy program.

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Teachers will display exemplary qualities where their rigorous discipline understanding and excellent teaching and learning practice are matched by their genuine interest in and liking of G&T learners and their ability to form positive relationships which support student achievements. As such, **teaching staff at Perth Modern School are expected to demonstrate commitment to:**

- Creating a climate of excellence, based on shared and agreed goals.
- Ensuring that all students will be successful learners through a focus on providing outstanding differentiated curriculum.
- Utilising effective assessment/diagnostic evidence as a basis for student differentiation.
- Providing curriculum materials for individual gifted and talented learners, in which students are differentiated, accelerated, enriched and extended, as appropriate.
- Enabling students to develop as autonomous and reflective learners.
- Ongoing professional learning. Teachers will be prepared to model learning, engage in reflective practices and ongoing professional development, particularly in the area of gifted and talented education.
- Collaborating with colleagues in planning and structuring learning programs and activities.
- Working with parents and the wider community to support students’ learning.
- A strong student support program through advocacy and co curricular activities.
- Modeling participative processes in their relationships with students and colleagues.
- Treating all members of the school community with respect.
- A dress code which reflects the professional ethos of the school.

PRINCIPLES OF GIFTED AND TALENTED TEACHING, LEARNING AND CARE AT PERTH MODERN SCHOOL

The school will reflect the extensive body of research identifying the positive effects of selective schools for very able young people. Gifted learners are served best by accelerated and enriched

learning. Studies have documented that better transfer of learning occurs when higher order thinking is embedded in the subject matter and that concepts are emphasized over facts. These students can handle complexity easily. Repetition, rote and going over content they already know, will not engage students in the learning process. By providing stimulating learning experiences, excellent pastoral care and a wide range of co-curricular activities students will become more connected to their school environment – friends, teachers and mentors - these students will balance their academic achievements alongside appropriate social and community responsibility.

Teaching And Learning Practices Will:

- Be aimed at, and extend the top students, whilst differentiating to support all students.
- Pretest to determine prior knowledge and starting points in the learning program.
- Explicitly and implicitly emphasize metacognition and higher order thinking,
- Teach complex concepts from the whole to the part, using generalizations, principles.
- Emphasize depth through advanced content
- Providing the opportunities for individual reflection and analysis of learning
- Recognise the importance of intellectual development in G&T learners
- Acknowledge and accommodate the differences in Learning Preferences of G&T Learners
- Allow adult like learning/approaches
- Adopt a variety of teaching practices including independent studies, discussion, lectures, games and simulations, “hands on”, self structured projects etc.
- Enable opportunities for individual learning, communication and group skills training, affective awareness and support.
- Act as a “guide on the side” rather than a “sage on the stage” – more facilitation and less performance
- Provide consistent and accurate feedback to students
- Be technologically relevant

The Curriculum Content Will:

Be accelerated through compaction.

Be differentiated to allow for flexible groupings, paces and levels.

Emphasise talent development and connect with other disciplines, through rich learning tasks.

Be related to major human issues, social problems, ethical dilemmas, theoretical models, real world application and competitions.

Incorporate practices mirroring those of professionals in the field including authentic assessments and products.

Include open-ended divergent thinking, proof and reasoning, discovery, shared inquiry, problem-based learning processes

Include constant curriculum negotiation

- Be enriched and extended through literary classics, the great ideas of philosophy, science, history, the arts

Co - Curricular Activities are an integral part of the whole school program. Teachers are encouraged to enrich and extend students through clubs, house activities, interschool sports.

Pastoral Care is a strong focus and is based around an **Advocacy program** and a house system. G&T students, like all students, but more so, require connections with their teachers and mentors. Student discipline will be based on mutual respect and trust, self and collective discipline, and natural consequences. Teachers will be involved with an extended advocate program. **The advocate teacher will be committed to:**

- Getting to know, connect and engage with students and their parents.

- Be the first point of contact for parents.
- Supporting form and house activities.
- Developing individual student pathways
- Assisting students with organizational and study skills
- Supporting student well being and academic progress
- Oversee student attendance, behaviour, uniform, in the first instance.
- Identifying mentoring and leadership opportunities for students.