



PERTH MODERN SCHOOL
Exceptional schooling. Exceptional students.
INDEPENDENT PUBLIC SCHOOL

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. This document outlines the expectations of teachers at Perth Modern School.

Perth Modern School’s **purpose** is to nurture a love of learning in order to develop academically gifted and talented students enabling them to reach their full academic potential. We aspire to develop engaged, creative independent lifelong learners who will be contributing and responsible members of the global community.

The Perth Modern School experience reflects both an **exceptional academic outcome** and **exceptional ‘rounded’ experience** in a **coeducational** environment. Students can be confident they are involved in the highest quality teaching and learning environment with a cohort of like-minded peers. Additionally, students enjoy a wide variety of co-curricula opportunities through music, sport, clubs and tours.

Teaching at Perth Modern School presents both rewards and challenges. Students are engaged in the teaching and learning process and the challenge is to stretch the top students whilst providing opportunities for each and every student to grow and develop. The curriculum is organized around a discipline based approach focusing on academic rigor and flexible programs which aim to accelerate extend and enrich learning for each student. The timetable operates around a ‘7 line grid’ so that students have a wider range of subject choices. In addition to the formal curriculum, students will develop a sense of belonging and connection through a wide variety of activities occurring both within and outside the formal timetable as well as an extensive advocacy program. Perth Modern School is an inclusive environment which celebrates diversity.

TEACHERS AT PERTH MODERN SCHOOL

Teachers will display exemplary qualities where their rigorous discipline understanding and excellent and innovative 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 standard of dress which meets the schools *Dress Code for Staff* and reflects the professional ethos of the Education Department of WA.

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

The school reflects the extensive body of research identifying the positive effects of selective schools for academically able young people. Gifted learners are best served by accelerated and enriched learning. G&T students can handle complexity easily and 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. 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.

The curriculum content will

- Be accelerated through compaction.
- Be differentiated to allow for flexible groupings, pacing's and levels.
- Include curriculum negotiation where appropriate.
- Emphasize 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 and problem-based learning.
- 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 enrich and extend students through excursions, competitions, clubs, house activities, interschool sports, camps and tours.

Teaching and learning practices will

- Recognize the importance of intellectual development in G&T learners.
- 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 and providing the opportunities for individual reflection and analysis of learning.
- Teach complex concepts from the whole to the part, using generalizations and principles.
- Emphasize depth through advanced content.
- Acknowledge the differences in learning preferences of G&T Learners by adopting a variety of teaching practices including independent studies, discussion, lectures, games, simulations, “hands on”, and self-structured projects etc.
- Act as a “guide on the side” rather than a “sage on the stage” where appropriate.
- Allow for adult like learning/approaches particularly for senior students.
- Enable opportunities for communication, group skills training, affective awareness and support.
- Reflect the school’s *Curriculum, Assessment and Reporting Policy*, and incorporate all activities associated with teaching, assessment and reporting.
- Provide consistent, specific and accurate feedback for improvement to students.
- Embed technology where relevant.

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 and be the first point of contact for parents.

- Supporting student involvement and connection in Advocacy and House activities through participation activities such as camps, transition, guest speakers, community service and the schools' Presentation Ceremony as appropriate.
- Support individual student academic pathways.
- Assisting students with organizational and study skills.
- Supporting student wellbeing and academic progress.
- Maintain standards by overseeing student attendance, behaviour, uniform, in the first instance.
- Identifying opportunities for students including competitions, mentoring and leadership.