



VISION FOR LEARNING: To build resilient life-long learners who approach the future with a sense of confidence and purpose, based on open and respectful relationships.

PRACTICE PRINCIPLES: *Adopting and embedding a whole-school framework for Teaching and Learning, will enhance the likelihood of student success and broaden their pathway outcomes for the future.*

Student-Centred

To respond to and support the specific learning needs, strengths, and aspirations of each student:

- Pathway planning (including alternative options), based on individual student's physical, social and intellectual development
- Acknowledge and accommodate individual learning needs, including social, emotional, and cultural differences
- Facilitate the development of students' personal and social capabilities, including the capacity for self-management, to be active participants in their learning

A Supportive and Safe Learning Environment

To support student well-being, safety, engagement and participation, a supportive and safe learning environment is created by embedding:

- Inclusive and positive interactions to engage and support all students
- Clear and high expectations of behaviour, established and negotiated with students
- Effective classroom management (reflecting whole-school behaviour management procedures) to create orderly and workable routines
- Safe, responsible, and ethical use of ICT

Quality Engagement

To develop a culture of high expectation and to create an environment where students are responsible for and purposefully engaged in their learning, teachers:

- Create differentiated and well-structured lessons, that are interesting, promote learning, problem solving, and critical/creative thinking
- Draw from a range of explicit, targeted and scaffolded instructional strategies to support students' literacy and numeracy
- Set explicit, challenging and achievable goals, clearly outlining success criteria
- Make connections to real world and link to prior knowledge
- Integrate ICT to make selected content engaging, relevant and meaningful, for all learning styles

Reflection and Feedback

To make informed judgements of each student's current needs in order to progress learning, teachers:

- Use a range of educative and valid formative and summative assessment strategies to diagnose learning needs and assess learning, including peer and self-assessment
- Provide targeted and timely feedback
- Report clearly, accurately, and respectfully to students and parents/carers about student performance
- Engage with colleagues and work collaboratively in a process of ongoing reflection, review, and analysis
- Utilise student feedback in the reflection process

Professional Practice

To provide high quality, evidence-based learning opportunities, teachers:

- Build and maintain rapport with students and colleagues
- Maintain current and proficient content knowledge
- Model ethical behaviour and practice
- Engage in professional learning, to improve practice
- Are informed by current and valid data and research
- Develop positive relationships with stakeholders (e.g. parents, guardians, community groups)

NLSC Instructional Model

Learning Objectives
Engagement
Active Learning
Reflection and Feedback