

Classroom Practices

- ☑ Planning of teaching program written down weekly/ fortnightly and term plans outlined by collaborative teaching teams
- ☑ Lots of children's work on display, photos of each child in room, classrooms celebrate success and effort
- ☑ Classrooms are found tidy and clean each morning and left tidy each afternoon
- ☑ Checklists, wall-charts record children's achievement. Data collected, portfolios evaluated regularly against Key Competencies and VELS Standards
- ☑ 'Quality' tools are used regularly to organise information and classroom procedures
- ☑ The Writing, Maths, Information collection, Scientific and Technology processes are explicitly taught and used appropriately and consistently
- ☑ Children explicitly taught self-management skills age-appropriately
- ☑ Student planners/ contracts are distributed each week/ fortnight detailing work expectations.
- ☑ Daily programs are displayed on whiteboard for student information and changes in routine are explained
- ☑ Weekly Timetables and Specialists Timetables are prominently displayed in each teaching area
- ☑ Criteria for assessing learning tasks are made explicit to students at the start of each activity/ group of activities
- ☑ Assessment is 'for' learning as well as 'of' learning and provides opportunities to reflect upon teaching strategies
- ☑ Assessment is on-going, built into the design of learning activities, and rigorous
- ☑ Reporting is accurate and verifiable
- ☑ Politeness, respect and just-plain good manners are mandatory behaviours, consistently expected of students
- ☑ School-wide behaviour norms reflect the school's values and are enforced by all of us
- ☑ Curriculum is engaging and pedagogy is informed by contemporary learning theory
- ☑ Considered questions lead children to suggested answers
- ☑ Real role-plays, experiences, hypotheticals explore concepts and develop deep understandings
- ☑ Project work is on-going, rich in terms of skills and understandings and integrated into classroom work, not homework
- ☑ Learning technologies and e-learning strategies are embedded into literacy, numeracy and integrated unit work for research and presentation of information
- ☑ Student movement around the school is practised, purposeful and 'calm'
- ☑ Student movement is minimised in the first 30 minutes of each session apart from moving to specialist areas
- ☑ Both students and teachers are expected to be in the room or line up place before the music finishes after recesses and at 9.00am.
- ☑ Classrooms develop systems to record students ins and outs during the day
- ☑ Professional reading a regular commitment – newspapers, magazines, websites, books, videos, broadcast programs, networking, etc