

# Burton Primary School's Seven Key Principles for Quality Teaching

(\*adapted from Peter Sullivan – Six Key Principles for Effective Teaching of Mathematics)

At Burton Primary School we will:	
<p><b>Principle 1: Articulating Goals</b></p> <p>Identify key ideas that underpin the concepts you are seeking to teach, communicate to students that these are the goals of the teaching, and explain to them how you hope they will learn.</p>	<ul style="list-style-type: none"> <li>• share the learning intention/s and success criteria for each lesson and ensure the students can articulate these (written on the whiteboard and in student work books) WALT/WILF</li> <li>• check for understanding and provide feedback in an ongoing way during lessons (formative assessment)</li> <li>• provide opportunities for students to share, reflect on and receive feedback at the end of each lesson</li> <li>• set individual goals for/ with all students (review at least every 5 weeks)</li> <li>• model, promote and set high expectations</li> </ul>
<p><b>Principle 2: Making Connections</b></p> <p>Build on what students know, including creating and connecting students with stories that both contextualise and establish a rationale for the learning.</p>	<ul style="list-style-type: none"> <li>• use pre-assessment strategies and tools to determine prior knowledge</li> <li>• recap, build upon and make connections from prior lessons/learning</li> <li>• use and interpret data to inform planning and programming</li> <li>• understand and link learning to students personal and cultural backgrounds</li> <li>• question students and provide feedback in order to connect the learning</li> <li>• develop a knowledge and deep understanding of the Australian Curriculum to inform planning, assessment and reporting processes</li> <li>• give all learning a purpose</li> </ul>
<p><b>Principle 3: Fostering Engagement</b></p> <p>Engage students by utilising a variety of rich and challenging tasks that allow students time and opportunities to make decisions, and which use a variety of forms of representation.</p>	<ul style="list-style-type: none"> <li>• provide challenging questions, rich tasks and the use of high order thinking skills</li> <li>• consider authentic contexts, real life situations, personal backgrounds and pop culture</li> <li>• cater for all learning styles</li> <li>• encourage risk taking and recognise effort/acknowledge and celebrate success along the way</li> <li>• use a range of materials to engage (ICT /concrete)</li> <li>• activate students as teachers (encourage student dialogue) – peer learning</li> </ul>
<p><b>Principle 4: Differentiating Challenges</b></p> <p>Interact with students while they engage in the experiences, encourage students to interact with each other, including asking and answering questions, and specifically plan to support students who need it and challenge those who are ready.</p>	<ul style="list-style-type: none"> <li>• use flexible groupings for different tasks</li> <li>• scaffold learning through rich, challenging and open-ended tasks with different entry points</li> <li>• use different levels of questioning</li> <li>• collate/examine data to determine groupings/levels/entry and exit points</li> <li>• give students an opportunity to process and explain their thinking, not just the answer</li> <li>• provide intervention programmes specifically planned to support student improvement</li> <li>• encourage students to challenge themselves and each other</li> </ul>
<p><b>Principle 5: Structuring Lessons</b></p> <p>Adopt pedagogies that foster communication and both individual and group responsibilities, use students' reporting to the class as learning opportunities, with teacher summaries of key ideas.</p>	<ul style="list-style-type: none"> <li>• use checking for understanding/formative assessment in an ongoing way</li> <li>• use mental routines/warm ups frequently</li> <li>• provide explicit instruction</li> <li>• use quality assessment practices – diagnostic, formative and summative</li> <li>• incorporate open-ended tasks and investigations into planning and programming</li> <li>• use the gradual release of responsibility model (I do/we do/you do)</li> <li>• engage in collaborative planning</li> <li>• provide ongoing opportunities for students to share, reflect on and receive feedback at the end of each lesson</li> </ul>
<p><b>Principle 6: Promoting Fluency &amp; Transfer</b></p> <p>Fluency is important, and it can be developed in two ways: by short everyday practice of mental processes, and by practice, reinforcement and prompting transfer of learnt skills.</p>	<ul style="list-style-type: none"> <li>• provide opportunities for students to transfer skills to different contexts and realistic situations</li> <li>• connect classroom learning with the world beyond the classroom</li> <li>• transfer assessment tasks to allow students the opportunity to achieve an 'A' or 'B' across a variety of contexts</li> <li>• use mental routines/warm ups</li> </ul>
<p><b>Principle 7: Connecting school, students &amp; families</b></p> <p>Families and the school share responsibility for student learning and wellbeing. They work together to create positive attitudes to learning and develop shared understandings of how children learn and learning programs build on families' capacity to support learning at home.</p>	<ul style="list-style-type: none"> <li>• provide multiple opportunities for all families and teachers to discuss students' social and academic progress</li> <li>• support families to participate in their child's learning</li> <li>• develop families' understanding of learning programs and expected learning outcomes</li> <li>• provide smooth transitions for students and families at key points in the education continuum</li> <li>• develop strong relationships with all families</li> <li>• respect and celebrate the diversity within the school and community</li> <li>• survey students and community – social /emotional &amp; well-being focus</li> </ul>

