THE TEACHER has deep and current knowledge about teaching, learning, assessment and curriculum and applies it to instructional design by:

• Adhering to school-based programs and frameworks in line with the school priorities of reading and number
• Scaffolding and differentiating the task and delivery based on student needs and intended learning goals
• Planning assessment up-front and aligning assessment to teaching
• Explicitly planning for and teaching higher order thinking to deepen students’ knowledge and skills

THE TEACHER creates an environment for learning which guides students towards responsible and motivated behaviour. The teacher does this by:

• Creating a learner friendly culture by establishing classroom norms
• Following SWPBS universals
• Adhering to SWPBS classroom protocols
• Explicitly teaching social skills through the SSiS program in the lower school and Pathways to Resilience in the upper school
• Implementing Essential Skills for classroom management

THE TEACHER uses formative assessment strategies and techniques to create a clear picture of the learner; where they are, where they need to get to and how they will get there.

The teacher does this by:

• Clarifying the learning intentions and success criteria
• Eliciting evidence of learning
• Activating learners as the owners of their own learning
• Providing purposeful feedback that moves learning forward

THE TEACHER uses evidenced based strategies to support student learning by:

• Designing instruction which purposefully considers the gradual release of responsibility to the student through the I DO, WE DO, YOU DO model
• Explicitly teaching vocabulary with clear and concise language
• Promoting student learning through effective questioning techniques
• Supporting student learning with visual aids such as graphic organisers
• Facilitating co-operative learning as a strategy to promote engagement and independence