



KNOW 01
PLAN 02
CREATE 03
ASSESS 04



GIRTON GRAMMAR SCHOOL
STATEMENT OF EFFECTIVE STUDENT LEARNING



KNOW 01
PLAN 02
CREATE 03
ASSESS 04

KNOW STUDENTS AND HOW THEY LEARN

01

Actions demonstrated by the teacher	
Acknowledges individual differences and needs of students	
Acknowledges the presence of individual students verbally or by eye-contact	
Develops a culture of high expectations for student learning	
Builds positive relationships with students	
Teacher is aware when the class understands and when they do not, and acts accordingly	
Differentiation of learning activities to meet the identified needs of individual students.	
Awareness of students' individual learning styles	



Actions demonstrated by the students	
Students know the teacher cares	
Students interact positively with the teacher	
Makes eye contact and acknowledges the teacher verbally	



PLANNING FOR AND IMPLEMENTING STRATEGIES FOR EFFECTIVE TEACHING AND LEARNING

02

Actions demonstrated by the teacher	
Development of a range of innovative pedagogical approaches to develop students' knowledge, skills and critical and creative thinking	
Clearly outline learning intentions and criteria for assessment	
To develop learning intentions which are clear, challenging and achievable	
Makes content relevant to students and builds upon their prior knowledge	
Exhibits mastery of the content knowledge and skills	
Demonstrate a high level of organisation and evidence of preparation for classes	
Manages class time effectively	
Provide sufficient opportunity for students to practise the skill(s) associated with the learning intention(s)	
Ask questions that encourage students to demonstrate deeper thinking	
Design tasks that encourage higher-order thinking in students	
Reviews learning intention(s) at the conclusion of the lesson	
Develops a well-organised sequence of lessons using knowledge of the curriculum, assessment and reporting requirements	
Models what is expected of students including life-long learning	
Encourages students to progressively take responsibility for their learning	
Uses effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement	
Transitions during the lesson occur smoothly and in a connected manner	
Demonstrates flexibility and adjusts a lesson if needed.	

02 Actions demonstrated by the students	
Can clearly state the learning intention of each lesson	
Completes tasks that are both challenging and achievable	
Makes obvious connections with knowledge they have acquired previously	
Attempts are made to find answers and solve problems before seeking answers from the teacher	



CREATE AND MAINTAIN A SUPPORTIVE, SAFE AND MOTIVATING LEARNING ENVIRONMENT

CREATE

Actions demonstrated by the teacher	
Addresses misbehaviour quickly and effectively	
Minimises impact of misbehaviour on the whole class	
Allows time for students to answer questions and discuss ideas	
Respects students' ideas, suggestions and opinions	
Senses and responds to the mood of the class	
Is aware of their own mood and emotions when relating to students & parents	
Is consistent and fair in their dealings with students	
Accepts responsibility for their own mistakes and acts accordingly	
Ensures classroom layout is well-organised, structured and appropriate for the learning tasks being conducted. Visual displays may be used to support student learning.	
Ensures the classroom displays current student work that frequently changes	
Supports intellectual risk-taking	

03 Actions demonstrated by the students	
Settle to teacher-directed tasks quickly	
Are on task 90% of the time	
Maintain focus when tasks are changed	
Uses technology effectively and appropriately	
Participates actively in learning activities (both individual and cooperative)	
Listens carefully when instructions and explanations are given.	
Values feedback and demonstrates a desire to improve.	
Contributes positively to classroom discussions	
Asks questions to clarify understanding of concepts being taught	
Treats others with respect by listening to others opinions and supporting their opportunities to learn	
Consistently meets behavioural expectations	
Are prepared to take risks intellectually	

ASSESSING AND PROVIDING FEEDBACK FOR STUDENT LEARNING

04

Actions demonstrated by the teacher	
Uses a range of assessment methods (formal, informal, diagnostic, formative and summative) to assess student learning	
Evaluates delivery of lesson and curriculum, and gathers student feedback to inform future planning	
Consistently gives feedback to students on the quality of their work (whole group and individually)	
Feedback provided to students is useful in helping them to improve	
Returns corrected work within one week	
Ask questions to assess student understanding	
Maintains adequate records of student progress	
Provides time for students to reflect on and talk about what they are learning	

04 ASSESS Actions demonstrated by the students	
Shows improvement in their work by responding positively to teacher (or peer) feedback	
Understands the assessment criteria provided to assess their work	
Reflects upon their progress	

