



**GIRTON GRAMMAR SCHOOL**

# **STATEMENT OF EFFECTIVE LEARNING**



KNOW

PLAN

CREATE

ASSESS

*The Girton Grammar School Statement of Effective Learning aims to provide clear actions for both teachers and students to positively impact every student's educational growth and achievement.*

*The Statement of Effective Learning encourages teachers and students to reflect on how they teach and learn and to adopt the relevant responsibilities that each must take to continually improve the craft of teaching and the ability to be an active learner.*

The Statement of Effective learning is based on the Australian Institute for Teaching and School Leadership (AITSL) teacher standards. Broadly, these standards require that teachers understand how students learn, that teachers have proficient content knowledge, that sufficient planning is in place to optimise every lesson and that meaningful feedback on learning is provided to students.

The outcome of implementing the Statement of Effective learning at Girton will be an improvement in the level of teacher expertise, improved student accountability and an ability to evaluate teacher impact and make decisions based on what is proven to work best. It is also expected that implementing the Statement will increase professional ownership of the teaching practice through clear articulation of responsibility and accountability for teachers and students in every class.

A shared commitment between teachers and students to educational growth will support the school's mission of striving for excellence in all endeavours.



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# KNOW STUDENTS & HOW THEY LEARN

## Actions demonstrated by the teacher

- Acknowledges individual differences and needs of students including cultural, physical and emotional needs and implements teaching strategies to improve their learning
- 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
- Differentiation of learning activities to meet the identified needs of individual students
- Awareness of students' individual learning preferences

## Actions demonstrated by students

- Students know the teacher cares
- Students interact positively with the teacher
- Makes eye contact and acknowledges the teacher verbally



# KNOW



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# PLANNING FOR & IMPLEMENTING STRATEGIES FOR EFFECTIVE TEACHING & LEARNING

## Actions demonstrated by the teacher

- Development and selection of a range of innovative and engaging pedagogical approaches (including the use of ICT) 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 subject 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 an appropriate time
- Demonstrates the teaching of 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.
- Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks. Transitions during the lesson occur smoothly and in a connected manner.
- Demonstrates flexibility and adjusts a lesson if needed.
- Structure teaching using research and collegial advice about how students learn





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### Actions demonstrated by 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



# PLAN



# CREATE & MAINTAIN A SUPPORTIVE, SAFE & MOTIVATING LEARNING ENVIRONMENT

## Actions demonstrated by the teacher

- Addresses disruptive behaviour quickly and effectively
- Minimises impact of disruptive behaviour on the whole class
- Allows appropriate time for students to answer questions and discuss ideas
- Respects students' ideas, suggestions and opinions
- Senses and responds to the mood of the class
- Regulates their emotions well when relating to students and parents
- Is consistent and fair in their dealings with students
- Accepts responsibly 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
- Supports intellectual risk-taking







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### **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 collaboratively)
- 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



# CREATE

# ASSESSING & PROVIDING FEEDBACK FOR STUDENT LEARNING

## Actions demonstrated by the teacher

- Uses a range of assessment methods (formal, informal, diagnostic, formative and summative) to assess student learning
- 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 appropriate time for students to reflect on and talk about what they are learning
- Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.
- Demonstrate responsiveness in all communication with parents/carers about their children's learning and wellbeing.

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### 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
- Consistently meets behavioural expectations
- Are prepared to take risks intellectually

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Girton Grammar School  
22 Vine Street  
Bendigo Victoria 3550  
[girton.vic.edu.au](http://girton.vic.edu.au)