

Individual Potential



The Context

As a school, we will be highly effective at empowering students and staff to seize their potential and learn deeply. To ensure this outcome, we need to guarantee that our written, taught and assessed curriculum is research based, aligned appropriately and understood by all. If we build our culture of learning in our whole community students will feel more connected, belong wholly and will feel included. Enduring knowledge will be our focus and learning will be contextualized and meaningful.



The Goals

1. **Effective Teaching** : Ensure that every teacher is able to articulate, contextualize and assess what students should be able to know and do in each lesson and unit, what enduring concepts and understandings they want them to have.
2. **Agency for Learning**: Frame lessons and units so that students can action their talents and passions.
3. **Transform Assessment**: Create a school ecosystem that values assessment *as* learning and *for* learning. Empower teachers to be confident in classroom strategies to make student thinking visible thus allowing teachers to give students valuable feedback that lifts their learning.
4. **Ensure Equity and Inclusion**: By increasing our teacher effectiveness to provide inclusive learning we will advance our commitment to an open, inclusive community which provides learning opportunities that ensure academic and social and emotional well-being for our diverse student body.
5. **Valuing Balance**: Continue developing kind, honest, respectful, and responsible students by continually upgrading our programs that lead to strong student self-esteem, knowledge about self and students' ability to make good choices.
6. **Parent Partnership**: Learning includes parent programs that incorporate internal/external speakers and resources targeting child protection/safeguarding, cyber safety, digital intelligence, drugs and alcohol, bullying, anxiety, stress management and sexual health and wellbeing.
7. **Making Thinking Visible**: Develop a culture that all staff are data leaders and that teachers that gather a variety of visible learning data types are better able to impact learning. Amplify the use of existing learning data by using protocols for working in teams and embed data driven goal setting into the staff professional learning model.
8. **Documenting Learning**: Capture evidence of our staff and student learning journeys and action research to document learning impacts and to foster reflective dialogue that lifts learning.

The Process

Comprehensive community philosophies and definitions of learning, inclusion and intercultural competency will be crafted, and the necessary actions will be taken to live these statements fully. We will implement tools to measure the progress of learning and will take actions to advance inclusivity and intercultural competency. By collecting and using learning data to drive decisions about teaching and lesson planning we will seize the multifaceted potential of all students. Through intentional lesson design, we will value the complex process of thinking and learning. Learning will be contextualized, relevant and enduring.



Visible Learning Impact

- Unit and lesson plans lead to conceptual learning and show how we envisage the desired learning intentions will be assessed authentically.
- Students can routinely articulate what they are doing and why they are doing it because they understand and can reflect on the learning intentions that they are pursuing and the activities that they are engaged in.
- Students can articulate the enduring understandings that a learning unit is designed to achieve.
- Learning is contextualized in local and global contexts so that it is relevant.
- Students routinely inquire and construct their own knowledge at the factual and conceptual level and consider concepts and facts that are open to interpretation and opinion in all subjects.
- The learning process is documented and showcased through a collection of evidence that is displayed throughout the learning environment/community. (e.g., student-led conferences, portfolios, displayed evidence of learning, goals, etc.)
- Student assessment takes a variety of forms and each one is a source of dialogue that leads to deeper learning.
- Students are aware of how their understanding is being assessed before they are assessed via rubrics and clear guidelines that scaffold their assessment as rungs of a ladder to deeper learning.
- The school's assessment policy is grounded in learning.
- The use of digital technology in the classroom is intentional, balanced, and purposeful and not only augments tasks but redefines tasks to achieve learning intentions that cannot be achieved in other ways.
- Teachers use thinking routines and protocols that transform lesson planning and thus learning.
- Artifacts and documentation are evidence of how learner agency is promoted and shows that students are provided with choice over pacing, process, product and or the structure of their learning.
- Students are interdisciplinary thinkers as evidenced by lessons and assessments that recognize that alternative disciplinary approaches can be used, influence one another, and offer different approaches to problems.
- Students are routinely presented with complex problems and the tools and scaffolds to solve them.
- Parents are partners with the school as evidenced by strong participation in parent programs that result in parent actions that positively impact and influence their children's physical and emotional safety, digital intelligence, approach to drugs and alcohol, anxiety, stress management and sexual health and wellbeing.