



Teaching Model

As teachers at Strathfieldsaye Primary School we value the proven impact of these strategies to focus our work as powerful, purposeful and effective teachers to develop positive, constructive and challenging learning programs that assist individualised learning.

Teaching Strategy	Definition
Differentiation	The organisation of learning experiences that meet specific student needs in a way that promotes individual success.
Relationships	Positive relationships are critical in the success of student's learning and wellbeing. The relationship between students and teachers should demonstrate respect, trust, honesty and acceptance.
Learning Intentions and Success Criteria	Establish a clear understanding of what the students will learn (goals) and the criteria by which they will assess the success (reflection).
Explicit Teaching and modelling	Explicit teaching is introducing topics and specific skills. It provides guided instruction in the basic understanding of required skills, which students can then build on through practice, collaboration, repetition, hands on activities, enquiry learning and developmental play. Another important characteristic of explicit teaching involves modelling; modelling skills and behaviours and modelling thinking.
Learning Protocols	A framework actioning a consistent school wide approach to teaching and learning. If we adopt consistent learning protocols in all classes then all students will experience an enhanced capacity to learn and to develop skills, confidence and curiosity. We believe that when learning strategies and their purposes are clear and accessible to all our students they are better positioned to become powerful learners.
Feedback	Feedback when combined with effective instruction is an extremely powerful tool in enhancing student learning. It involves positive, explicit and constructive communication on their learning; guiding and scaffolding them to improved outcomes.
Reflection on key learning intentions	Reflection develops understanding for learning success. Reflection can occur before, during and after learning. Reflection improves communication which is essential to all learning. It allows teachers to gather evidence and provides direction for future learning. Reflection is a prelude to future learning that clarifies what has been learnt and allows the setting of new goals.