

TEACHING & LEARNING CHARTER

The Norwood International High School Teaching and Learning Charter is shaped by our commitment to distinction as a leading and innovative learning community. These commitments fall within the following 6 domains:

1. POSITIVE RELATIONSHIPS

Our teachers develop positive relationships with students as learners & individuals.

We value the diverse backgrounds, talents, prior experiences and knowledge of our students to inform personalised learning.

We identify and supporting student learning needs to recognise the learner as an individual.

We show ongoing care for student well-being and their social and emotional development.

We recognise and fostering student character strengths.

We model our own personal character strengths within the classroom.

We respect students as individuals by modelling appropriate interpersonal skills.

We value the diversity of our community to foster and enhance intercultural understanding.

4. COLLABORATIVE LEARNING & REFLECTIVE PRACTICE

Our teachers engage in collaborative professional learning and reflective practice to create an evidence based leading innovative learning community.

We ensure a culture of collaboration and communication to share best practice within the education community.

We respond to student feedback and multiple data sets to inform and/or change practice.

We actively participate in the Performance Development Process and our Professional Learning Community to develop distinction in our teaching practice.

We utilise the Professional Learning Policy to engage in professional learning.

We work collaboratively with colleagues to foster innovation in our curriculum.

We collaborate with local, national and international partners to extend learning opportunities for students and teachers.

We ensure students engage in collaborative and reflective learning.

2. TEACHING & ACADEMIC PERFORMANCE

Our teachers maintain and model a high standard of teaching practice.

We demonstrating a deep knowledge and passion for teaching in order to foster enthusiasm in our students.

We thoroughly prepare lessons to ensure student engagement and rigor in learning activities.

We demonstrate a high level of organisation, time management and punctuality.

We adhere to school calendar timelines and commitments.

We have an openness to new opportunities for professional learning.

We respond to communication in a professional & timely manner including email, Daymap and phone calls (within two working days).

We comply with legislative, administrative and organisational requirements and direction.

5. SAFE & SUPPORTIVE LEARNING ENVIRONMENT

Our teachers create a safe, inclusive and supportive learning environment where students can thrive and achieve their full potential.

We acknowledge and valuing diversity.

We provide a range of support structures to ensure all students can successfully engage in learning.

We have high expectations of students and staff by modelling respectful behaviours.

We encourage positive behaviour through immediate teacher intervention and the use of agreed processes.

We set and model high academic standards modelling and promoting ethical decision making.

3. AUTHENTIC TEACHING & LEARNING

Our teachers use a variety of innovative and contemporary pedagogy to provide personalised and challenging learning experiences.

We use learning design principles combined with high quality explicit teaching and scaffolding, utilising multiple data sets to target, support and extend learners.

We incorporate a range of capabilities and skills into the learning to foster global citizenship and action developing critical and creative thinkers who are resilient and independent learners.

We build authentic and real world connections and learning by incorporating global events, texts and issues.

We facilitate students to be co-designers of their learning in the classroom and the wider school community.

We incorporate the most effective and relevant technology to complement teaching and learning.

We foster student engagement through the use of various approaches to teaching and learning.

We create rich tasks that require students to consider and engage with multiple perspectives, using technology to create tangible solutions to real world problems.

We use a range of tasks and modes of assessment to provide rigor to challenge and cater for individual learners.

6. ENGAGING WITH FEEDBACK

Our teachers provide timely and specific feedback to guide students in their learning.

We provide feedback in a timely manner that enables students to implement changes and seek further assistance before due dates.

We provide feedback in a format that is accessible, relevant and meaningful, and that supports students in improving the quality of their work.

We use a range of methods to check for student understanding in an ongoing manner throughout the learning process.

We publish summative results on Daymap within two weeks of submission.

We support students to give, receive, and respond to feedback.