

TEACHING at EAST DONCASTER SC

At East Doncaster Secondary College our teachers are committed to these exemplary practices as we strive for sustainable high quality outcomes for our students.

Preparation

- Know your subject material and examiner expectations really well
- Establish and articulate (written and oral) explicit goals for each topic and each lesson; introduce lessons with intended outcomes and conclude with a review (finding out what students now know), including where to next
- Discuss and share exemplars of student work with teacher peers; develop common understanding of expectations
- Establish and communicate timelines for each topic and entire course (allow for flexibility) to ensure course is taught with time for review – check with peers for consistency
- Complete all set tasks yourself before the students, knowing what is required for excellence

Interpersonal

- Establish a clear and consistent message to class – you have absolute commitment to maximising performance of each student; and class has collective responsibility for such performance
- Make yourself available for individual and small group consultations throughout the year
- Develop and sustain positive and respectful relationships between teacher and students, students and students
- Stay calm; don't show anxiety to students about timelines, regardless of the circumstances
- Maintain high levels of optimism about the capabilities of each student, and expect a lot from them
- Look for opportunities to praise individuals on their effort and progress, and reaffirm good learning practices

Knowledge and Communication of expectations, provide ongoing feedback

- Set challenging learning tasks for students to complete and submit to provide opportunities for regular feedback on progress and development
- Use each lesson fully, maximising “time on task”, and reinforcing to students that consistent application delivers improvement over time
- Always make explicit notes to highlight key learning points following class discussions
- Teach students how to take appropriate notes in your subject
- Establish student groups for peer teaching/coaching throughout the year; challenge students to maintain input to improve depth and quality of their understanding – but ensure they are learning the right messages
- Communicate to students, both verbally and in text, clear expectations of assessment tasks
- Use examples, including past exam questions, to show students what is expected of them throughout the year
- In sample questions highlight what is needed to access full marks for each question
- Provide individual feedback (regular and often) on progress, with clear expectations of where the improvement is needed
- Provide opportunities for regular student reflection on how well they understand and can do the work (should be built into lesson plans)

Maximising performance in Internal Assessment Tasks

These practices relate to all Year levels but are especially relevant to VCE

Consistency of Practice

Discussion and agreement is reached between teachers of the same subject/learning domain on:

- (a) Structure of SAC/SAT
- (b) Conditions for students in undertaking SAC/SAT, e.g. test conditions, resource materials, time available, teacher help, number of preparatory drafts, access to questions before task.
- (c) Assessment criteria, marking scheme, individual and shared marking, cross-marking to ensure consistency of interpretation
- (d) Feedback mechanisms and scope of feedback
- (e) Scheduling of the activity: when, where, how long
- (f) Conduct assessments that provide a ranking close to final examinations rankings maximises each students overall result

Student Preparation

After teachers have reached consensus on the above issues, to ensure fairness and the greatest chance for students to do well:

- Provide sufficient prior warning of the timing of the assessment
- Provide a clear written instruction about the pending assessment

Time is taken in class to ensure that students:

- Know what's expected of them - the type of task, how they'll be assessed, what they can take to the assessment session, how long they'll have to complete it

Post assessment actions

- After marking the work, teachers give students specific feedback as well as the actual work to allow them to revisit the learning and to be better prepared for the examinations later. This may be done during class time, at other times or both.
- Teachers reflect with colleagues on what has been well understood or not and then agree on how best to revisit the material to ensure improved performance in the subsequent examinations

Teachers work collaboratively with colleagues, comparing performance across classes of the same subject to monitor student ranking (VCE only).

Creating a Culture of Curiosity