



Developing Thinkers (Draft 4)

Thinking to Learn....Learning to Think

MVE COMMUNITY APPROACH TO WELLBEING & LEARNING

'How' (Method)

'What' (Hierarchy of Outcomes)

Core Components

Activating Processes

Short-Term Outcomes (Growth Intent)

Medium-Term Outcomes (Community, Student and Adult Expression)

Long-Term Outcomes (Impact)

DECD Wellbeing for Learning and Life Principles: (1) child-centred, (2) strength-based, (3) learning success, (4) relationships and (5) inclusion.

PEDAGOGY – Teaching is evidence-based (founded upon TFEL and Australian Curriculum), integrated (across curriculum and inclusive of student wellbeing), and delivered through intentional and individualised teaching methods where teachers draw upon their own wisdom and a tool-box of learning and growth strategies.

ADULTS AS IMPLICIT AND EXPLICIT EDUCATORS - Adults being resilient, expressing wellbeing and self-care and bringing an intent to develop safe, respectful, trustworthy and caring relationships. Every student interaction has the potential to activate implicit (incidental) and/or explicit learning or growth outcomes.

POSITIVE BEHAVIOUR SUPPORT AND INTENTIONAL SOCIAL-EMOTIONAL LEARNING (SEL) INTERVENTIONS - Positive behaviour support strategies are described and integrated across classroom and school. This is supported by individualised and planned SEL interventions.

STUDENT VOICE - Student voice is empowered by connected and respectful relationships (which provide opportunities for shared reflections). Adults to adopt an understanding of students as individuals, promote their wellbeing, growth and developmental needs, and working collaboratively to meet those needs.

COMMUNITY ENGAGED AND COLLABORATION – The site seeks to engage and collaborate with the community, including agencies, families and content experts (wellbeing and learning), and apply extra-curricular activities to expand student worldviews and positive risk taking.

REFLECTIVE PRACTICE – Students and adults are empowered, supported and coached to be self-reflective and directed problem solvers, with reflective processes integrated across the site, adult and student levels to support continuous improvement.

SUSTAINABILITY - The site's rich and ecological diverse environment provides children and young people opportunities to expand their worldviews, build curiosity and respect in the environment and Indigenous culture. Understanding themselves as responsible community members and for the staff to integrate learning and wellbeing outcomes/methods.

Curiosity

Coaching

Validation

Enhanced Awareness

- Awareness of body, emotions and feelings*
- Awareness of triggers, behavioural patterns and consequences of actions (on self and others)*
- Awareness of 'how to' self-regulate or engage in self-soothing (mindfulness, expressing self)
- Awareness of strengths (including character strengths), capabilities, values and areas of growth*
- Awareness of learning and problem solving tools*
- Awareness of needs and rights of others (including social skills and actions)*
- Awareness of community responsibility, societal norms and sustainability

Skill Expression ('How To')

- Stop, notice (mindful), critically think, and do*
- Activate cause & effect thinking (problem solving)*
- Understand & have social needs met (negotiation, conflict resolution, assertiveness)*
- Recognise emotions & take perspective of others*
- Express courage, persistence & positive risk taking*
- Conduct creative problem solving & goal setting
- Express emotions through words/positive actions*
- Engage help-seeking behaviour*
- Be a creative, curious & reflective thinker & explorer
- *Activate strengths & values in decision making*

Resilient Mindsets

- "Failure and set-back is an opportunity to learn and grow" (growth mindset)*
- "I can be a learner for life" (life long learning)*
- "I am respected and valued" (self-esteem)*
- "I belong and are included" (belonging)*
- "I have the ability to succeed" (self-efficacy)*
- "I wonder what is happening here" (curious)
- "I am responsible for my life and choices" (agency)
- "I draw upon my strengths" (strength identification)
- "I feel safe and I can trust adults here" (secure)
- "My culture/identity is important to me" (identity)*
- "I am part of a big community" (broad worldview)

Self-Management

Respond to learning, teacher, life and peer demands that draws upon mindfulness, self-agency, and a tool-box of strategies:

Resilience

- Apply courage, self-soothing and positive coping strategies under stress (e.g. feedback)
- Reflect about self, others & world with wonder, acceptance & with growth/optimism

Creativity

- Connect and apply learning content to different situations
- Engage imagination and seek novel solutions (and set goals with actions) to challenges

Curiosity

- Curiously notice and explore their world, and engage in positive risk taking where outcomes are uncertain
- Wonder about a world bigger than self and community
- Wonder about learning process and methods (and describe it)

"Thinking to learn....Learning to think"

Develop thinkers who manage themselves, who are curious and can creatively solve problems using a tool-box of strategies and can be resilient in the face of adversity. This manifests in young people who achieve their academic and achievement potential, they demonstrate higher wellbeing and there are fewer behavioural problems.

Underpinned by school values (honesty, persistence, respect and optimism) and intentional programs, teaching, relationships and interventions ("mindful awareness of the 'what' and the 'how'")



Morphett Vale East Site Improvement Plan 2018 - 2020

Site Values – Persistence, Optimism, Honesty, Respect

Developing thinkers who manage themselves, who are curious and can creatively solve problems using a tool-box of strategies and can be resilient in the face of adversity. This manifests in young people who achieve their academic and achievement potential, they demonstrate higher wellbeing and there are fewer behavioural problems.

2017 External Review Directions

1. Further develop the data literacy of staff to support planning and programming, monitor and track growth at the individual level, differentiate teaching, target intervention and report progress against standards.
2. Explore further strategies, in collaboration with key stakeholders, to influence safe conditions and wellbeing for learning.

Developing Pedagogy	Sustainability – community, learning and the environment	Increasing Student Voice and the dispositions for thinking
<p>OUTCOMES:</p> <ul style="list-style-type: none"> - Students will engage in critical thinking in each curriculum area - Review and maintenance of whole school agreements. - <i>The growth and goals of every learner is tracked, monitored and used to inform practice</i> - <i>Continuity of learning will be monitored through transition points</i> yearly, including entry and exit to the site - <i>Improved teacher capacity in teaching of Numeracy</i> <p>STRATEGIES:</p> <p><u>Through Literacy</u></p> <ul style="list-style-type: none"> - Each staff member to explicitly teaching the Big 6 in reading and writing skills to their students 3x weekly - “Sibling sessions” for 0-3yr olds in the library to build enjoyment of reading - review and implement the goal setting webpage - short term reading and writing goals will be negotiated each term - agreements mapped and discussed at PDP meetings <p><u>Through Numeracy</u></p> <ul style="list-style-type: none"> - All classes will include reflection and mathematical discussion amongst students - Consistent lesson structure - Resource ICT tools that support concepts - Use data and goals to drive planning - PLT’s will focus on numeracy - T&D for staff across Numeracy - All teachers will develop mental computation skills of students through explicit teaching <p><u>Through Wellbeing</u></p> <ul style="list-style-type: none"> - T&D for staff in brain development and understanding trauma and its connection to thinking and self management <p>Targets</p> <ul style="list-style-type: none"> - 85% of Rec reach Level 5 by Dec - 87% of Yr 1 reach level 17 by Dec - 90% of Yr 2 reach level 20 by Dec - More than 15% of students achieve in the higher bands in NAPLAN - An increased number of children achieving their Yr level targets in writing - All teachers have increased their implementation of agreement strategies - An increase in students working ‘at level’ in PAT M and PAT R - A decreased percentage of bullying across the school - 100% of teachers including reflection and maths discussions in their lessons 	<p>OUTCOMES:</p> <ul style="list-style-type: none"> - Every student will connect with the environment to increase understanding and engagement <p>STRATEGIES:</p> <ul style="list-style-type: none"> - Regular review and development of learning goals <p><u>Through Literacy</u></p> <ul style="list-style-type: none"> - Outdoor experiences will be used to inspire literacy tasks - Authentic discussions used to build oral language skills - Teachers developing their understanding of the whole school agreements <p><u>Through Numeracy</u></p> <ul style="list-style-type: none"> - Numeracy will connect across all learning areas - Outdoor experiences will be used to inspire numeracy tasks - Sharing of practice <p><u>Through Wellbeing</u></p> <ul style="list-style-type: none"> - Wellbeing Agreement to be written - Behaviour policy reviewed <p>Targets</p> <ul style="list-style-type: none"> - Every teacher will program authentic learning tasks that will give students outdoor experiences as shared in PDP meetings. - The butterfly garden will be completed and used by students - Student groups will be established and operating regularly; butterfly, recycling, worms, creek and garden beds - PLT minutes will reflect sharing of practice 	<p>OUTCOMES:</p> <ul style="list-style-type: none"> - Every student is able to articulate their literacy, numeracy and wellbeing goal <i>and are stretched and challenged by their goals</i> - Students to support other students through student led activities - Increased choice and voice within classes - Students are provided with opportunities to provide feedback to staff - <i>Students will develop a growth mindset in all areas of the curriculum</i> - <i>Students are encouraged to think independently and develop self regulation</i> - Students will be provided with opportunities and program to develop curiosity, creativity, self management and resilience <p>STRATEGIES:</p> <p><u>Through Literacy</u></p> <ul style="list-style-type: none"> - Older students will support younger students through buddy classes and lunchtime activities - Teachers will create opportunities for students to give feedback and will be explicitly taught the oral language strategies to achieve this - Students will be taught ‘not yet’ to build their growth mindset. <p><u>Through Numeracy</u></p> <ul style="list-style-type: none"> - Students use numeracy skills to make a difference to real life situations - Class discussions around strategies will occur at all year levels - Students have opportunities to share their thinking - Students create mathematical scenarios to solve <p><u>Through Wellbeing</u></p> <ul style="list-style-type: none"> - Student complete two bully audits each year - All voices heard in Group Problem Solving/ circle time - Student leaders work to support problem resolution - Students will connect with outside agencies and schools <p>Targets</p> <ul style="list-style-type: none"> - 80% of students can articulate their goals when asked through the student survey - 80% of students are satisfied with the amount of choice offered as reflected in the student survey - student committees established and functioning

Partnership outcomes are shown in blue