

GLENALLEN



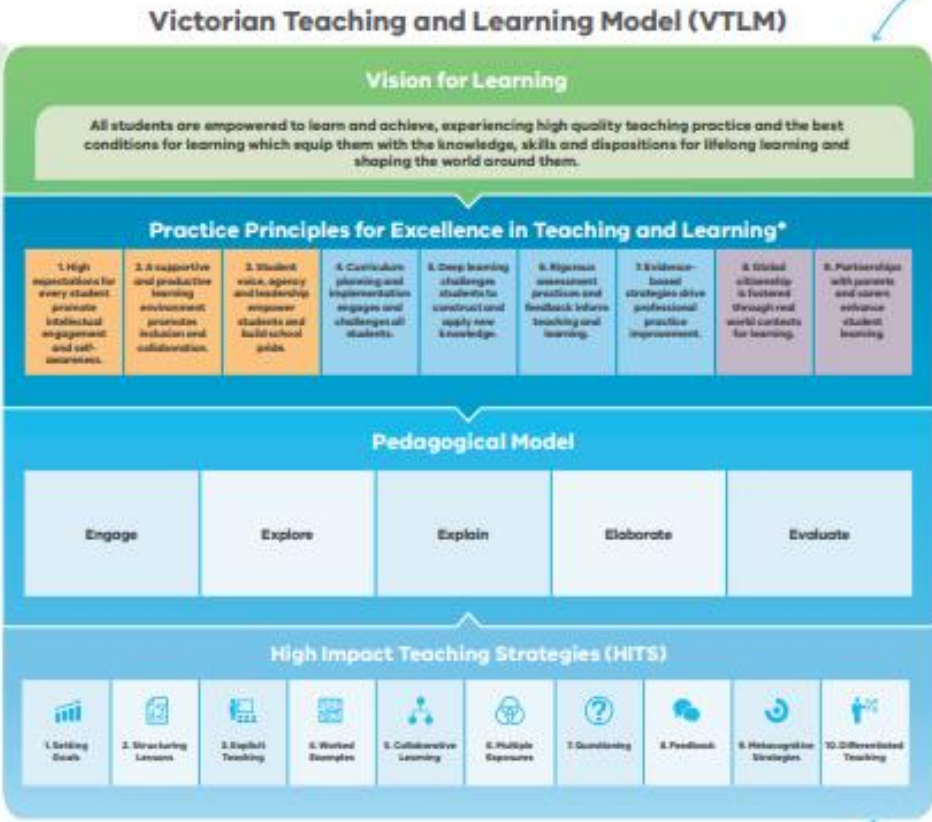
The Victorian Teaching and Learning Model



The **Framework for Improving Student Outcomes (FISO)** helps schools lift student outcomes and build system capability.



The **Pedagogical Model** describes what effective teaching looks like in the classroom and helps teachers apply the Practice Principles.

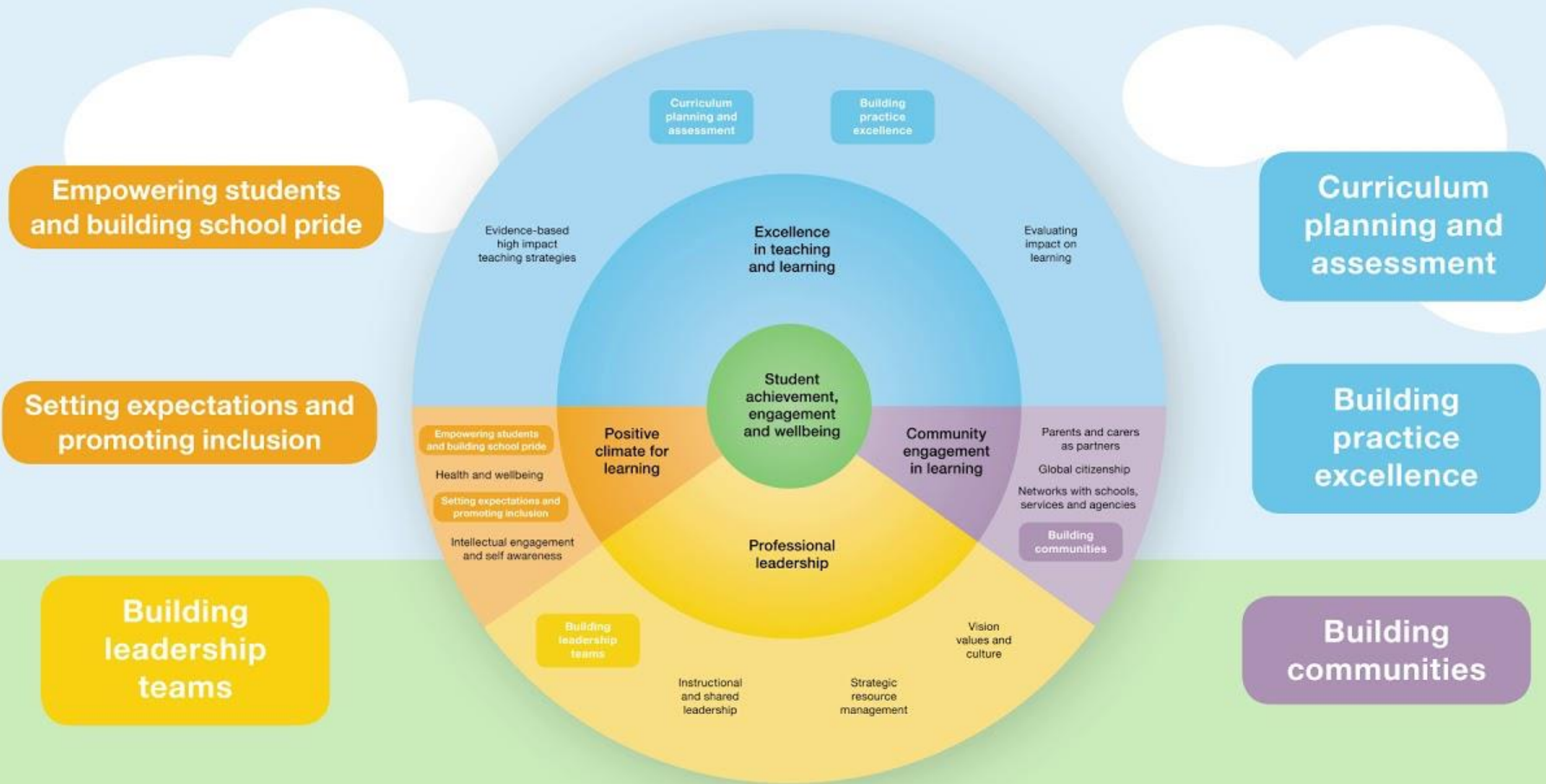


A **Vision for Learning** helps create a unified set of values and beliefs to drive a high performance learning culture.

The **Practice Principles** are nine signature pedagogies which make the difference in improving student achievement and motivation.

The **HITS** are ten instructional practices that reliably increase student learning wherever they are applied.

* The Victorian Early Years Learning and Development Framework (VEYLDF) is a resource for primary school teachers. Abilities Based Learning and Education Support (ABLES) is a resource for teachers of students with additional learning needs whose achievement is described in the Victorian Curriculum Towards Foundation, levels A to D.





PLC ROADMAP



Katie Martin

Lakeville Area Public Schools Teaching & Learning progression



The Practice of
Authentic
PLCs
A Guide to
Effective
Teacher
Teams
Daniel R. Venables

FACILITATING TEACHER TEAMS AND AUTHENTIC PLCs

*The Human Side of Leading
People, Protocols, and Practices*

DANIEL R. VENABLES



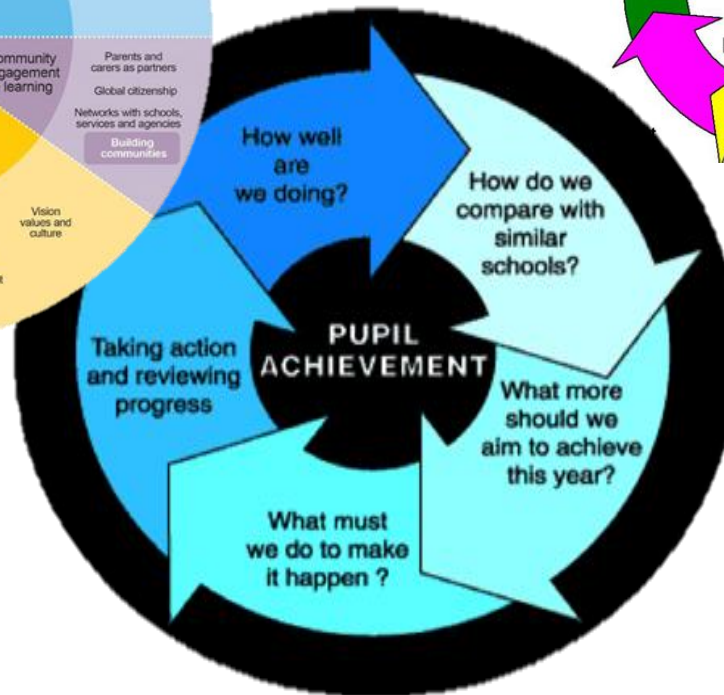
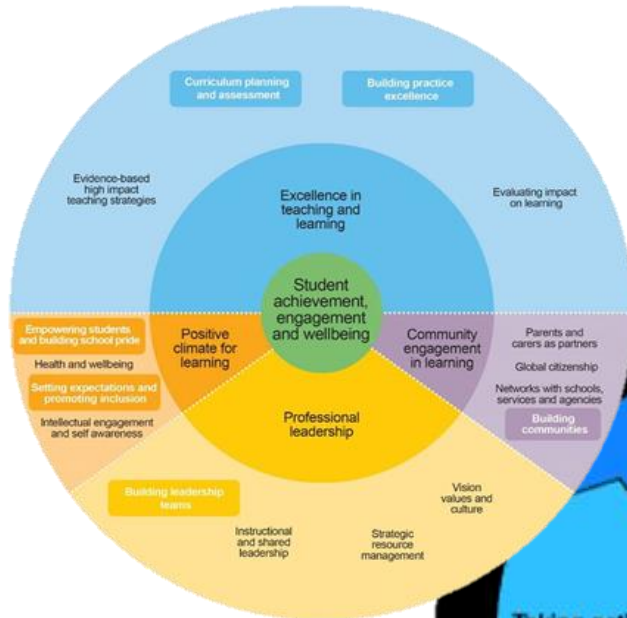
IMPROVEMENT CYCLE

Evaluate and
diagnose

Prioritise and
set goals

Develop
and plan

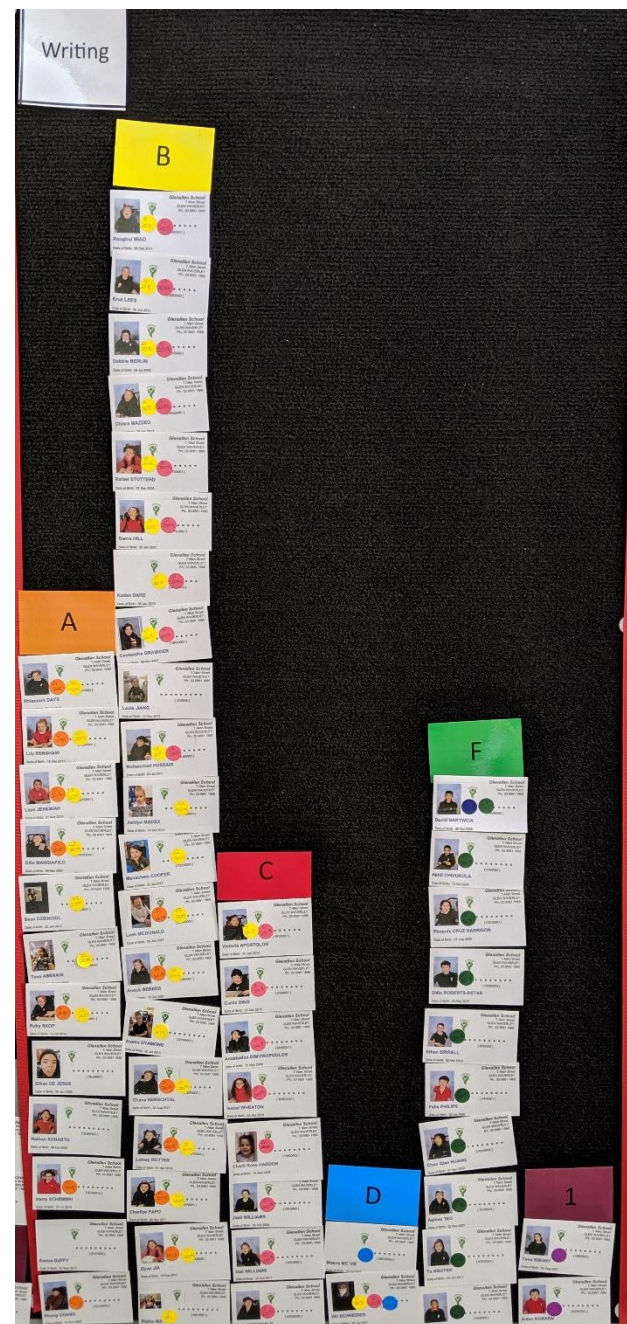
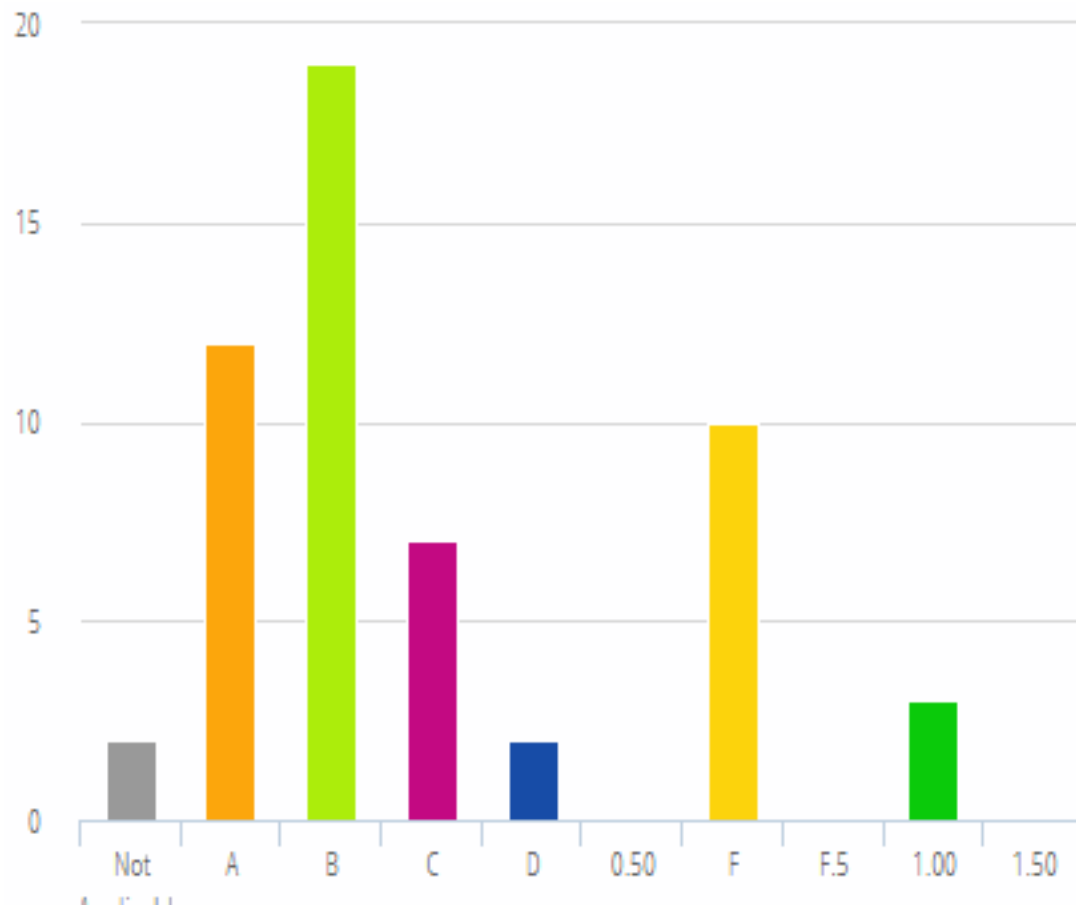
Implement
and monitor



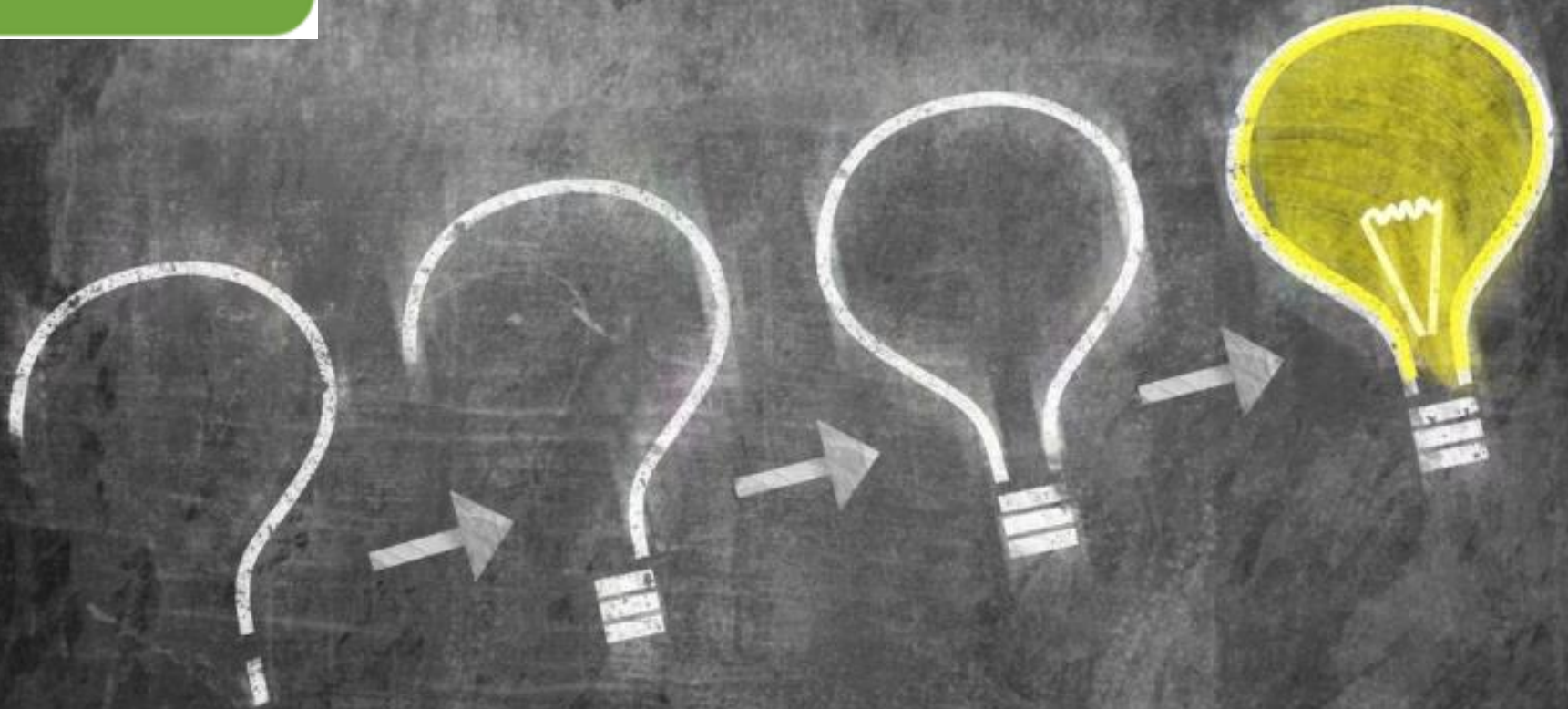
Continuous Improvement Process




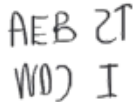
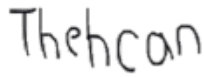
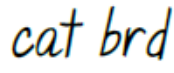








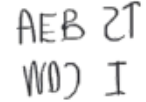
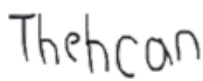
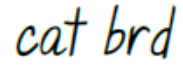

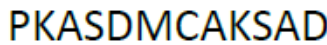
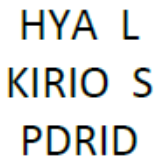
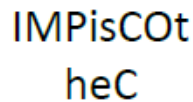
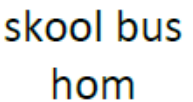
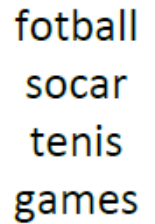





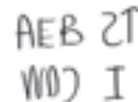

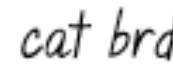

EVALUATE
& DIAGNOSE

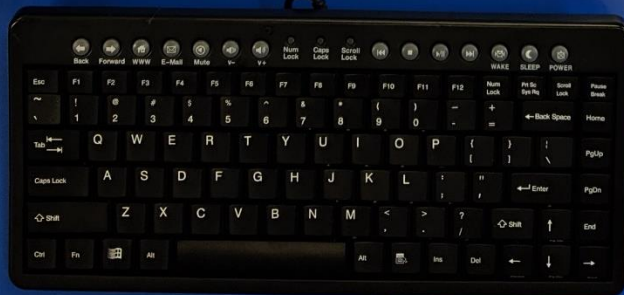
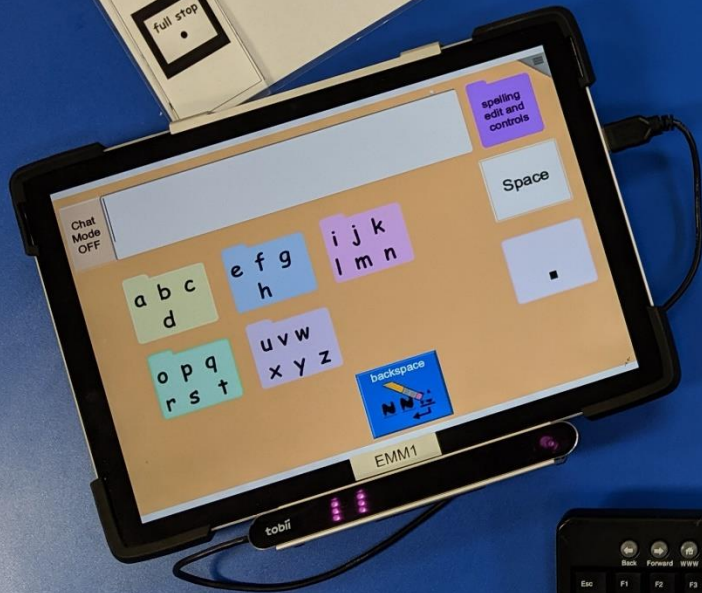
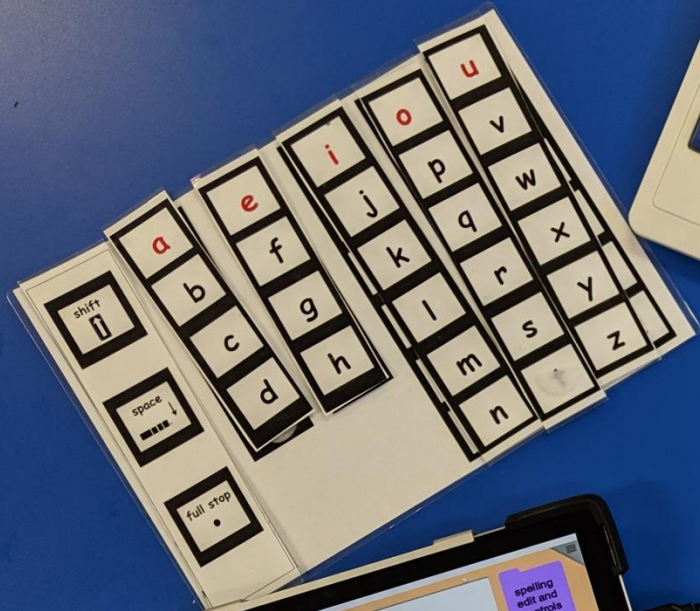


Developmental Writing Scale	Stage 1 Drawing or Selecting Images	Stage 2 Scribble Writing	Stage 3 Recognizable Letters in Non-Word Strings	Stage 4 Strings of Letters Grouped into "Prewords"	Stage 5 Real Words Embedded in Letter Strings	Stage 6 Two to Three Different Intelligible Words	Stage 7 More Than Three Words In A List
Traditional Pencil							

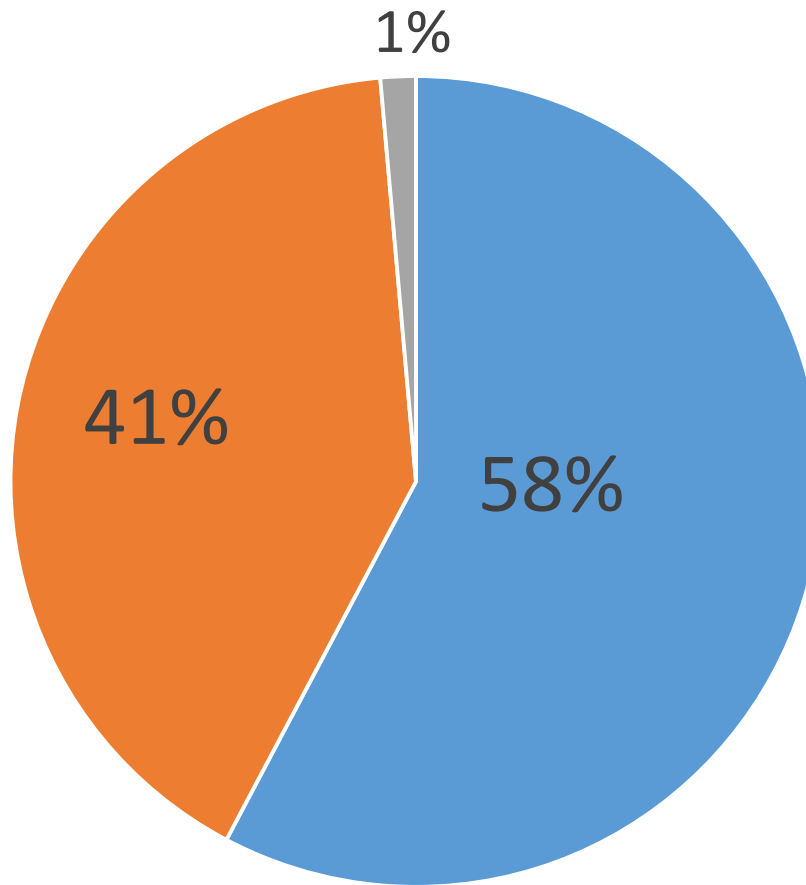
PRIORITISE
& SET GOALS

Developmental Writing Scale	Stage 1 Drawing or Selecting Images	Stage 2 Scribble Writing	Stage 3 Recognizable Letters in Non-Word Strings	Stage 4 Strings of Letters Grouped into "Prewords"	Stage 5 Real Words Embedded in Letter Strings	Stage 6 Two to Three Different Intelligible Words	Stage 7 More Than Three Words In A List
Traditional Pencil							
Alternate Pencil							

Developmental Writing Scale	Stage 1 Drawing or Selecting Images	Stage 2 Scribble Writing	Stage 3 Recognizable Letters in Non-Word Strings	Stage 4 Strings of Letters Grouped into "Prewords"	Stage 5 Real Words Embedded in Letter Strings	Stage 6 Two to Three Different Intelligible Words	Stage 7 More Than Three Words In A List
Traditional Pencil							
Alternate Pencil	PKASDMCAKSAD			HYA L KIRIO S PDRID	IMPisCOt heC	skool bus hom	fotball socar tenis games
Victorian Curriculum	Level B			Level C	Level D		
ACARA Literacy Continuum				Level 1c / Level 1d			
National Literacy Learning Progressions				CrT1	CrT2	CrT3	



Writing Tool Use in the Primary School



- Students who can only use alternative writing tools
- Students who prefer to use alternative writing tools
- Students who prefer to use a traditional pencil



Chiara writing with an eygaze device

You need to tell
or No **7**

where



how



not, don't, can't



go back to
page 1



when



What's happening?



it

that



ooops



what

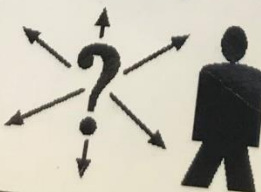


who, whose



Where is
(person)

9



turn the page



Go to
categories **7**

C

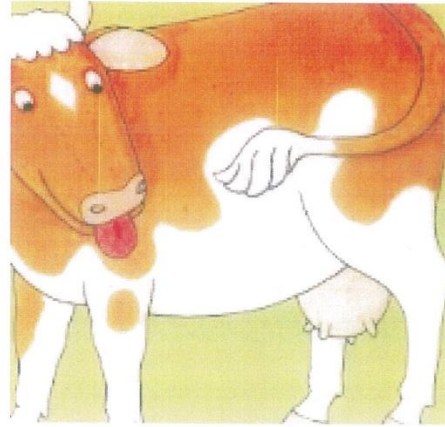
Learning
Intention

Success
Criteria

Elisha 6/9

DEVELOP
& PLAN

klmwwww
ccbcabcd!



P5 English (Shared reading, Independent writing, Speaking and listening) Unit Plan Term 4

16/10
(Aundeis)



GLENALLEN SCHOOL
No: 4968
7 ALLEN STREET, GLEN WAVERLEY, 3150.
PHONE: 03 9561 1966 e-mail: glenallen.school@edumail.vic.gov.au <http://www.glenallen-sch.vic.edu.au> FAX: 03 9561 0915

My name is Rafael kfrk

The topic is The Witch

Message
Lachbaovqwqumpkl

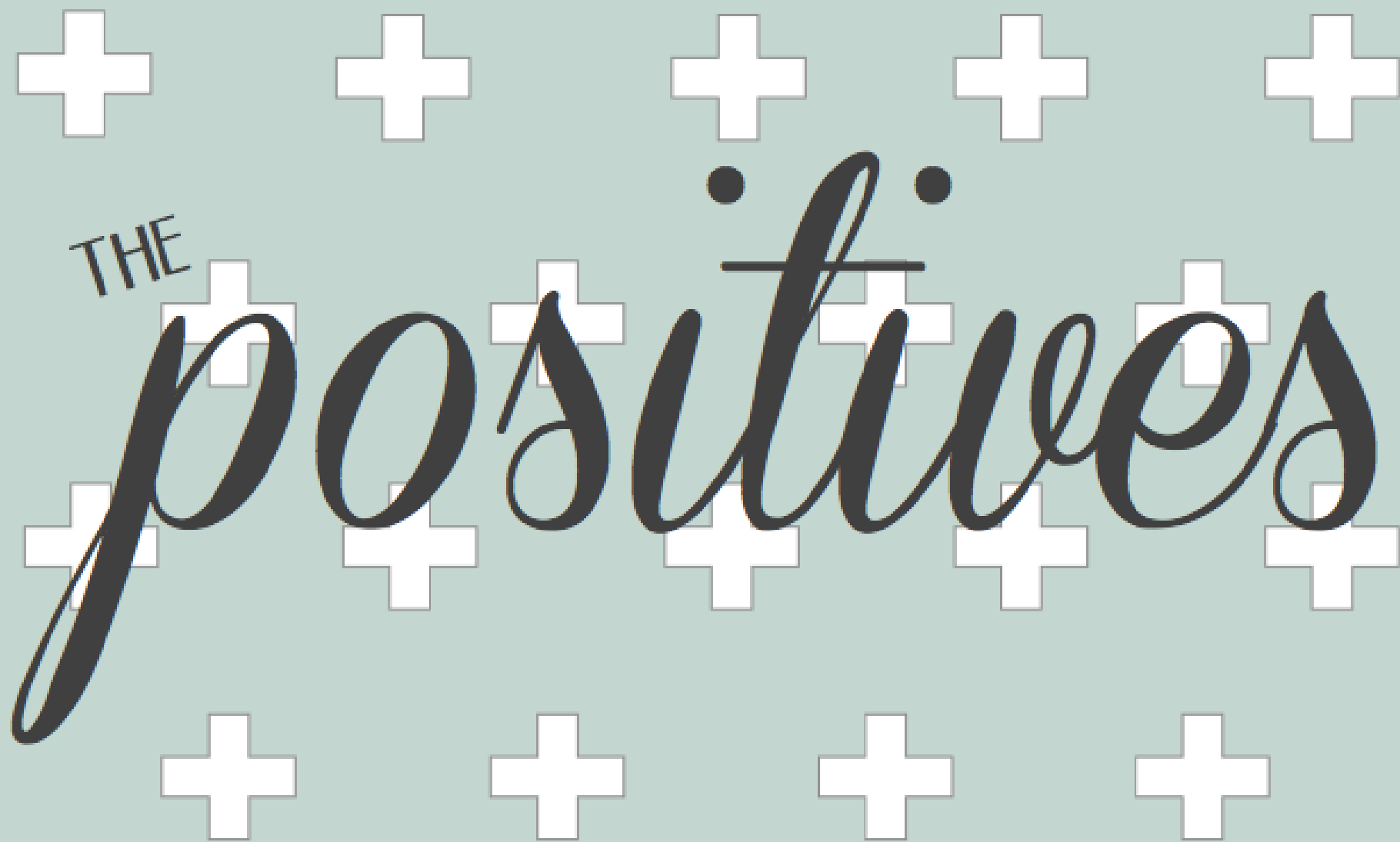
Date
14/9/18

Achievement through Active Learning

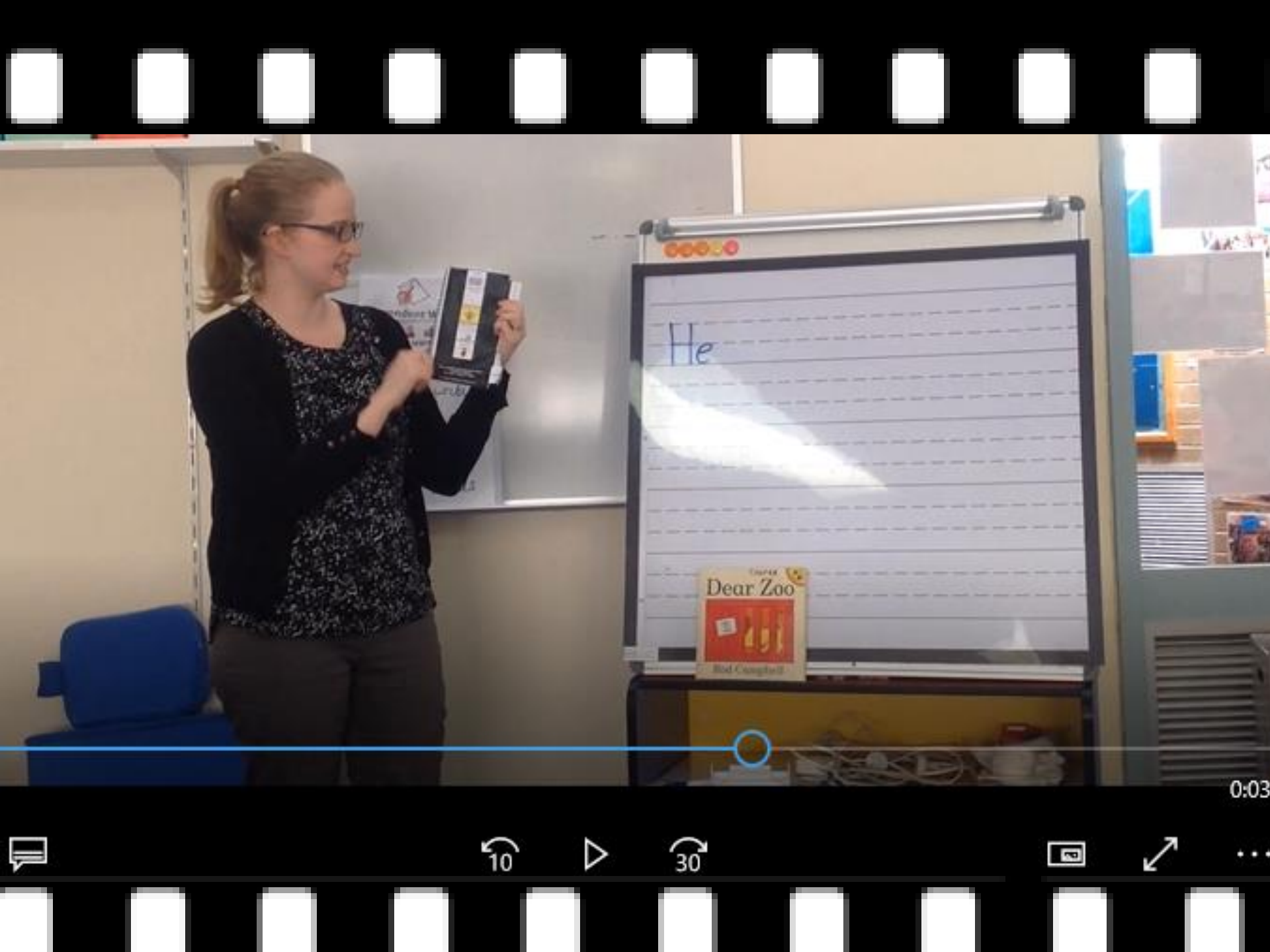


ppnkeKgh

bfk hmyg
knfa gxd

The background is a solid teal color. It is decorated with white plus signs (+) arranged in a grid-like pattern. There are five plus signs in each of the top and bottom rows, and four plus signs in each of the middle two rows.

THE
positives

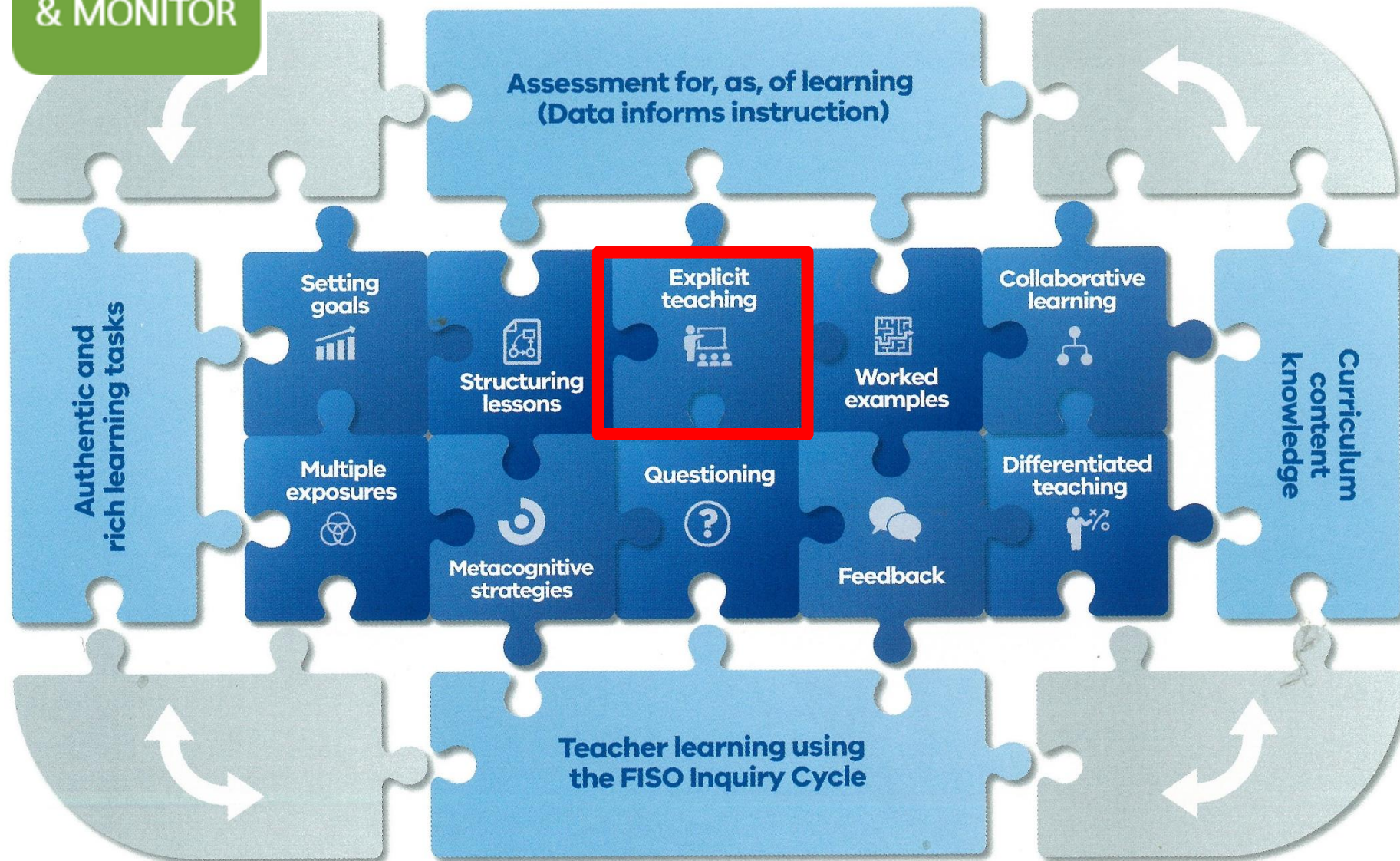


He

Dear Zoo
Rod Campbell



















































0:03


IMPLEMENT
& MONITOR





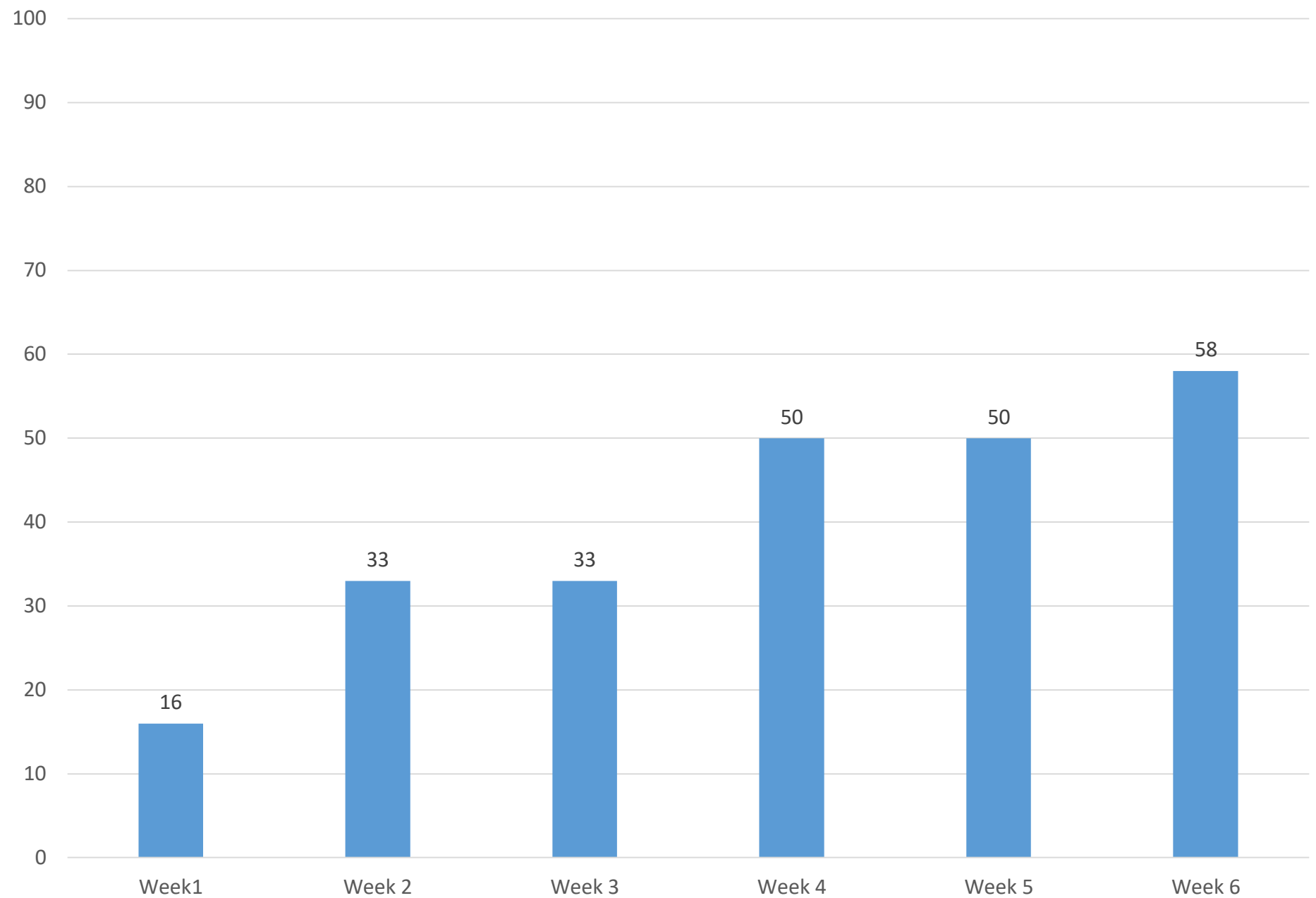
EVALUATE & DIAGNOSE

	1	2	3	4	5	6
Mohammad						
Elisha						
Bella						
Riley						
Anastos						
Raf						
Jayda						
Wil						
Cassie						
Amber						
Chiara						
Sierra						

Key:  No Space

 Space

% of students using spaces



Okdhy. P

Elisha 11/9



10/10
(Chiara)

da habm

em

I liked playing with
ge aa
(you car)

12/10/18

GLENALLEN
No: 4968

GLENALLEN SCHOOL
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7 ALLEN STREET, GLEN WAVERLEY, 3150.
PHONE: 03 9561 1906 e-mail: glenallen.sch@redumail.vic.gov.au
<http://www.glenallen.sch.vic.edu.au> FAX: 03 9561 6915




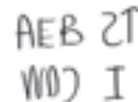

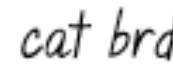

My name is Sierra

The topic is Going places

Message
Aa flr at

Date 12th October 2018

Achievement through Active Learning

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Victorian Curriculum	Level B			Level C	Level D		
ACARA Literacy Continuum				Level 1c / Level 1d			
National Literacy Learning Progressions				CrT1	CrT2	CrT3	

CHALLENGES







The Iceberg Illusion

Success
is an
iceberg

SUCCESS!

WHAT PEOPLE
SEE

Persistence



Failure



Sacrifice



Disappointment



WHAT PEOPLE
DON'T SEE

Dedication



Hard work



Discipline



@sylviaaduckworth