



DISV Learning and Teaching Strategy

CLIMATE FOR LEARNING

At DISV, we create and sustain an effective **CLIMATE** for lifelong learning. This climate can be divided into **EMOTIONAL** and **PHYSICAL** learning environments.

Embracing and fostering the attributes of the IB Learner Profile, the **EMOTIONAL** environment will

support emotional well-being, with self-esteem increased, and informed risk-taking encouraged

demonstrate mutual **RESPECT**, being mindful of the views, strengths and needs of all learners

maximise **PRAISE** of effort, with achievement rewarded

encourage all to make **ETHICAL** choices

create **FUN** and **EXCITEMENT**, with learning shared, purposeful and open to every learner

celebrate **DIVERSITY**, with internationalism embraced, and learning made relevant to all

Consistently adopting best practice, the **PHYSICAL** environment will:

exhibit creative, informative, meaningful and interactive **DISPLAY**, which enables learning

be efficiently **ORGANISED**, giving full access to relevant resources, in an attractive learning environment of which learners are proud

provide a flexible, learning-centred **LAYOUT**, which encourages groupwork

recognise that **SEATING PLANS** should be dynamic, learner-centred and strategic

stimulate the **SENSES** to enhance learning, using for example; natural light, plants, music and scent

STRUCTURE FOR LEARNING

At DISV, we use the following **STRUCTURE** for learning. We believe this scaffolded structure accelerates learning.

Each lesson or group of lessons will creatively follow a 4-part structure, consisting of:

CONNECTING the learning, to prior/future lessons and to each learner themselves; promoting the benefits and sharing the learning objective and success criteria.

ACTIVATING the learning by stimulating interest, prompting enquiry, engaging critical thinking, and providing a rich, interactive experience

DEMONSTRATING the learning; giving learners opportunities to 'show they know', through action, experimentation and in multiple modes; and ensuring educative feedback through authentic experience

CONSOLIDATING the learning; enabling learners to evaluate and reflect collaboratively; linking learning to previous and future connections

PERSONALISED LEARNING

At DISV, we provide a **PERSONALISED LEARNING** experience, because we believe that every learner can, wants and has a right to excel. We relish the challenge of ensuring that every learner is excited, engaged, and empathetic to others and develops an ethical framework.

Inclusivity	<ul style="list-style-type: none">• Access to learning for all students admitted to the school, regardless of need• Within the learning environment, the needs of Learning Support, ELD and G&T students are met
Differentiation	<ul style="list-style-type: none">• Learning involves different outcomes, objectives, tasks, processes and choices• Students are grouped in a variety of ways to facilitate learning• Appropriate accommodations are implemented to meet individual student needs• Strategies are in place in the learning environment to ensure progress and student success
Data	<ul style="list-style-type: none">• The full data profile of each student enables teachers to personalise their learning• We balance hard data (CATs, Reading Age scores, ISAs and IB results) with soft data (narrative, observation, knowing and learning with students every day) to identify strengths and areas for development• Data analysis is used to measure student and school performance
Student Voice	<ul style="list-style-type: none">• Students are given the opportunity to shape, plan and lead their own learning• We encourage students to set and reflect on their own goals and targets• We value frequent and constructive feedback from students on the quality of learning and teaching
Language	<ul style="list-style-type: none">• Teachers provide opportunities for structured language exchange• Shared/guided reading provide a focus on 'reading for meaning', empowering students as readers• Writing frames and tasks are modelled by teachers/students, and keywords actively taught
Learning Routines and Assessment	<ul style="list-style-type: none">• A variety of questioning styles and techniques is used every lesson• Learning routines are used as visible triggers for research skills, critical thinking and student learning roles• Students play an active role in assessment for learning• 'Assessment for Learning' is pivotal to every student's learning, and uses a variety of reading, writing, listening, speaking and practical tasks
Technology	<ul style="list-style-type: none">• Where appropriate, we utilise interactive and digital media technology within and outside the learning environment to enhance learning
Growth Mindset & Student Attitudes	<ul style="list-style-type: none">• The school encourages all its community to develop a 'growth mindset'• Ability can be developed: if we can't do something yet, we can learn to do it with effort and practice• Students are encouraged to face challenges, persist in the face of setbacks, learn from criticism and become lifelong learners

All of the above can be observed through formal or informal lesson observations by members of middle or senior leadership, peer colleagues or students. This aspirational strategy document is most effective if fully understood and embraced by all stakeholder groups, and will be **reviewed** in **October 2016**.

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