

Purpose

Thebarton Senior College is a United Nations Global Peace School with students from a wide range of backgrounds. As a community, our teachers and students are committed to a shared understanding and approach to future-focused teaching and learning.



Our Teachers...

- value student voice
- engage in professional learning and continually collaborate to guide practice
- review and reflect on teaching and curriculum using a range of data to improve student learning outcomes
- are flexible in curriculum design and student programs to cater to all learners.

Our Students Value...

- approachable teachers who motivate and support students, both in and out of the classroom
- a learning community that helps students learn, develop confidence, and supports their mental and physical health
- clear expectations of each student's role in the learning process.

Beyond the College...

- we consult with external partners so that our courses are industry relevant, valid and future-focused
- we develop networks to assist our students in their future pathways
- we provide opportunities for students to engage with communities outside of the College.

We use the AITSL Australian Professional Standards for Teachers to guide our overall teaching practice and development.

Capabilities Key:

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|--|------------------------------|
| Literacy | Critical & Creative Thinking |
| Numeracy | Personal & Social Capability |
| Information & Communication Technology | Ethical Understanding |
| | Intercultural Understanding |

Our teaching involves:

working in partnership with students to design learning using common language to promote student agency and achievement



instilling in students the values of Respect, Innovation, Sustainability and Excellence



clearly communicating learning intentions and success criteria



building on students' ideas, experiences and previous learning to develop skills, knowledge and ability to solve problems



providing meaningful opportunities for students to work in groups and teams in multiple settings



using a range of assessment strategies to provide purposeful and timely feedback



explicitly teaching the literacy, numeracy and digital literacy skills required for each learning area



using differentiation and questioning techniques to stimulate higher-order thinking and encourage students to be active in their learning



strengthening students' intercultural understanding and building awareness of the UN Sustainable Development Goals



working side-by-side with students using relationships-based and restorative conversations to support growth mindsets and better health outcomes



developing students' learning about language and meaning through the teaching and learning cycle

