

Explicit Instruction



- Introduction**
- Learning Goals
 - Clarity of Purpose
- Rapid Recall Routines**
- Drill and Skill
 - Tune In
- I Do**
- Lean in, Listen and Learn
- We Do**
- Guided/Joint Practice
 - Feedback
- You Do**
- Independent Practice
 - Collaborative Practice
- Plough Back**
- Revision of Learning Goals
- Reflection**
- Teacher Pedagogy
 - Learner Response
 - Learner Performance



ICTs

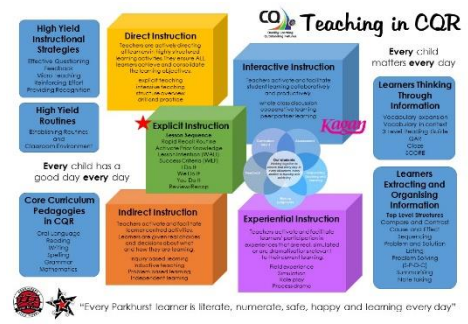
Learners use ICTs to inquire, communicate and create whilst managing storing and locating information.

Vision

Our Vision

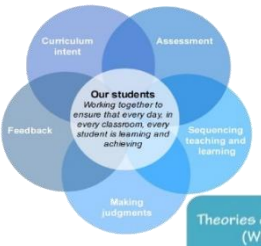
Every Parkhurst learner is literate, numerate, safe, happy and learning every day.

Tomorrow's Teaching and Technology Today



Effective Teaching and Learning ...

- is founded on **understanding the learner**
- requires **active construction of meaning**
- enhances and is enhanced by a **supportive and challenging environment**
- is enhanced through **worthwhile partnerships**
- shapes and responds to **social and cultural contexts**



Dimensions of Teaching and Learning

- recognise that effective teachers place learners at the centre of their practice
- teachers focus on making critical decisions regarding the learning of every learner



Productive Pedagogies

- Intellectual Quality
- Recognition of Difference
- Connectedness
- Supportive Classroom Environment



Four Resource Model

- Four literacy practices of code breaking, meaning making, text user and text analyst

Inquiry Based Learning

Takes many forms, including issue/problem based, action led, negotiated play or play based inquiry

Our Beliefs

- Parkhurst learners are **individuals** who learn at their **own rate** using their **preferred learning styles** to reach their full potential.
- **High expectations** are essential for high performance.
- Our environments are **warm, caring, nurturing and stimulating** to develop independent, 21st Century learners.
- Children learn best by **doing and through modelling**.
- **Negotiation, choice, risk taking and challenges** are an important part of the learning process.
- Learning must be **engaging, futures orientated and connected to the real world**.

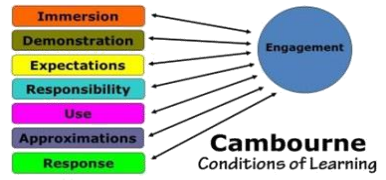
Butler's Singlet Model



Frayer's Vocabulary Model

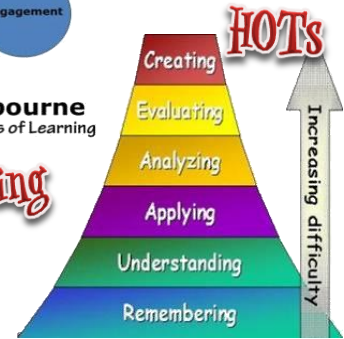
- 1 Present the Word
- 2 Write the Word
- 3 Partner Discussion
- 4 Activities
- 5 Sharing
- 6 Re-Rate the Word

Frayer's



Coaching

Feedback Improvement



Pedagogical Framework