

OUR VISION

BSEM

We set high expectations, supporting all learners; academically, socially, and emotionally.
We guide our students in their learning journey by providing a safe and inclusive environment, inspiring children to achieve their full potential both now and into the future

PBS

PLAN

TEACH

ASSESS

PLAN

- Cater for individual needs and differentiate learning.
- Independently and collaboratively analyse student data.
- Respect and celebrate diversity and student strengths.

ENGAGE/REVIEW

- Individual small whiteboards
- Daily Review/Activate prior knowledge

INSTRUCT/I DO

- Share learning intention/success criteria
- Explicit teaching of new learning
- Teacher -think aloud

PRACTISE/WE DO

- Engagement in shared, student centred practise and experiences to develop understanding of a concept or skill.
- Students solve problems step by step with the teacher. As they move through examples the teacher gradually releases the responsibility of completing the task/concept of the new skill.
- First TELL students what to do, Then ASK students what to do, Then REMIND students what to do.
- Whole class, small groups, pairs with teacher support. (Oral: choral, think-pair-share, partner responses. Written: mini whiteboard, response cards. Action: hand signals, acting out, touching, pointing).
- Check for understanding using questioning and small whiteboard to see whether students are ready to move into the APPLY/YOU DO stage.

APPLY/YOU DO

- Practise and apply
- Scaffolding and support
- Differentiated tasks to ensure student success.

- Develop structured and sequential lessons.
- Design programs consistent with whole school approaches.
- Plan with awareness and understanding of major learning theories and evidence based research.
- Build a classroom environment where students are challenged and can take risks.

- Warmups
- Hook

- Modelled examples with clear steps
- Multiple means of representation
- Questioning, call/responses

- Investigative, Inquiry based
- Individual, independent work
- Check for understanding and that students are not practising errors

- Assessment **FOR**, **OF** and **AS** learning
- Review what has been learnt, link it back to Learning Intention and Success Criteria.
- Share knowledge and understanding
 - Questioning
 - Celebrate successes
 - Peer feedback
 - Exit ticket

PLAN

TEACH

ASSESS

HIGH IMPACT TEACHING STRATEGIES

INQUIRY

UNCONDITIONAL POSITIVE REGARD

STAFF ARE CALM, CENTRED AND PRESENT

STUDENTS UNDERSTAND EXPECTATIONS

CALM, CONSISTENT AND PREDICTABLE CLASSROOM AND SCHOOL ENVIRONMENT

BERRY STREET EDUCATION MODEL STRATEGIES

BODY

RELATIONSHIPS

ENGAGEMENT

STAMINA

CHARACTER

UNDERSTAND OUR STUDENTS