














## EFFECTIVE LEARNERS

*Goal: Visible effective learners in the domains of self-regulation, metacognition and curiosity*

DOMAINS	STUDENTS will	EDUCATORS will	LEADERS will	By	Evidence to Collect
<b>Metacognition and Self-Regulation</b>  	<ul style="list-style-type: none"> <li>Verbalise their metacognitive thinking ('What do I know about problems like this? What ways of solving them have I used before?') as they approach and work through a task.</li> </ul>	<ul style="list-style-type: none"> <li>Learn more deeply about new ways of doing things by working in small cross LA groups to share practice and make further improvements</li> <li>Model their own thinking to help students develop their metacognitive and cognitive skills</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the impact on learners</li> </ul>	End of 2025	<a href="#">Qualitative data collected using Instructional Framework</a>  <a href="#">Formative Assessment</a>  <a href="#">Examples of metacognitive tools used by students</a>  <a href="#">Co-Constructed learning material</a>  <a href="#">Quantitative Data</a>  "Show U" / Visible Learning is embedded and valued (exhibitions of learning are common)
	<ul style="list-style-type: none"> <li>Demonstrate resilience and have the motivation to accept the challenge.</li> </ul>	<ul style="list-style-type: none"> <li>Set an appropriate level of challenge to develop students' self-regulation and metacognition</li> </ul>	<ul style="list-style-type: none"> <li>Foster a culture of high expectations where educators feel confident scaffolding learning to help students develop self-regulation and metacognition.</li> </ul>	End of 2026	
	<ul style="list-style-type: none"> <li>Be willing to reason, discuss, argue, and explain their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Promote and develop metacognitive talk in the classroom through purposeful dialogue and educators using questions to elicit further thought. (PLTs)</li> </ul>	<ul style="list-style-type: none"> <li>Promote metacognitive talk by offering professional development on questioning techniques, providing opportunities to facilitate reflective discussions, and encouraging a classroom culture where students are guided to articulate their thinking, reasoning, and learning processes.</li> </ul>	End of 2025	
	<ul style="list-style-type: none"> <li>Stop and think about what is needed to best achieve the task in front of them.</li> </ul>	<ul style="list-style-type: none"> <li>Intentionally teach students metacognitive strategies, including how to plan, monitor, and evaluate their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Coach educators to integrate metacognitive strategies into their lessons, focusing on teaching students how to plan, monitor, and evaluate their learning effectively</li> </ul>	End of 2025	
	<ul style="list-style-type: none"> <li>Ask thoughtful questions, seek evidence, analyse information critically, engage in debates, reflect on their learning, propose solutions, and collaborate to explore complex issues.</li> </ul>	<ul style="list-style-type: none"> <li>Model being a curious learner in curriculum and beyond and share practice with colleagues</li> </ul>	<ul style="list-style-type: none"> <li>Provide structures and processes to support collaboration</li> </ul>	End of 2026	
<b>Curiosity</b>  	<ul style="list-style-type: none"> <li>Ask thoughtful questions to explore complex issues.</li> </ul>	<ul style="list-style-type: none"> <li>Design learning opportunities that invite exploration</li> </ul>	<ul style="list-style-type: none"> <li>Model inquiry-based learning, sharing examples of open-ended tasks, encouraging cross-disciplinary projects, and fostering a school culture that values curiosity, creativity, and student-driven exploration.</li> </ul>	End of 2025	
	<ul style="list-style-type: none"> <li>Understand that failure is a part of the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>Take risks in their pedagogy and view failure as a learning experience</li> </ul>	<ul style="list-style-type: none"> <li>Encourage educators to take risks and provide educators an opportunity to share their successes.</li> </ul>	End of 2026	
	<ul style="list-style-type: none"> <li>Be actively observing, and demonstrating learning, questioning, and exploring concepts both within and beyond the curriculum, feeling encouraged to share their insights and curiosities.</li> </ul>	<ul style="list-style-type: none"> <li>Create and embed processes that value students' noticing and wondering within and beyond curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Promote a school culture that values and supports innovative teaching practices and risk-taking through instructional rounds and classroom observations</li> </ul>	End of 2026	

# Literacy/Oral Language

*Goal: Coach and support educators to strengthen oral and written literacy*

DOMAINS	STUDENTS will	EDUCATORS will	LEADERS will	By	Evidence to collect	
<b>Model Texts: Strategies &amp; Conventions</b>						
	<ul style="list-style-type: none"> <li>Demonstrate <b>high level quality written samples</b> across 7-12.</li> <li><b>Comprehension strategies</b> to support their access to the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>model texts</b> to explicitly teach <b>structural conventions</b> and <b>language features</b> helping students see the relationship between spoken and written language.</li> <li>Explicitly <b>teach, model, and promote</b> use of key <b>reading comprehension strategies</b> in students.</li> </ul>	<ul style="list-style-type: none"> <li>Utilise knowledge of Literacy Leader to deepen understanding of how model texts can be used to explicitly teach structural conventions.</li> </ul>	End of T1 2025	<a href="#">Qualitative data collected using Instructional Framework</a> <a href="#">Student Based Samples of work (oral/ written)</a> <a href="#">Annotated sample/model texts and teaching resources</a> <a href="#">Quantitative data</a> <a href="#">Contextual 'guide to using AI ethically' is based on a policy and can be used conversationally by all.</a>	
<b>*Dialogic Teaching</b>						
  	<ul style="list-style-type: none"> <li>Participate in <b>academic conversation</b> that are built gradually in manageable steps, focusing on the language ideas.</li> <li>Develop <b>dispositions for learning</b>.</li> <li>Demonstrate understanding and use of <b>key vocabulary</b> within their subjects (written and verbal).</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and develop DL within all LAs to involve students in <b>deep learning</b> in a way that educator talk alone cannot.</li> <li>Create and apply dialogic interaction tools/strategies to build <b>meaning-making</b>.</li> <li>Apply DL practices to <b>vocabulary teaching</b> (e.g. support student opportunities to develop and discuss Tier 2 and 3 vocabulary).</li> <li>Actively engage and <b>contribute to educator discussions</b> (e.g. asking questions, building on peer ideas) to deepen their understanding of dialogic teaching as a tool to develop dispositions for learning.</li> </ul> <p>Collaborate and <b>share practice</b> with leaders and peers (e.g. using the Literacy Rubric, during Instructional Rounds and PLTs).</p>	<ul style="list-style-type: none"> <li>Provide <b>opportunities and support</b> in class observations, demonstrations and sharing of good practice.</li> <li><b>Model and coach</b> educators to share practice to improve their dialogic teaching skills</li> </ul>	End of T2 2025		
<b>*Digital Literacy:</b>						
<ul style="list-style-type: none"> <li><b>Artificial Intelligence (AI)</b></li> <li><b>Inclusive Technologies (IT)</b></li> </ul>						
 	<ul style="list-style-type: none"> <li>Understand and be able to <b>ethically</b> use AI for their learning.</li> <li>Use AI effectively to <b>access higher level thinking</b> and improve their skills as an <b>Effective Learner</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>Trial, implement, and reflect</b> on using AI tools.</li> <li>Apply IT/AI tools for students requiring <b>literacy support</b>.</li> <li>Utilise IT/AI as a <b>differentiation</b> tool (e.g. supporting accessibility of written tasks).</li> <li>Record anecdotal <b>student feedback</b> around the use of AI tools in their classroom and <b>share</b> with the school community.</li> <li>Select educators will be involved in <b>coaching sessions</b> to enable them to use 1 IT/AI tool for differentiation to support student literacy skills within a selected classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Support educators to <b>understand the ethical use and the capacity</b> of AI to deepen learning.</li> </ul>	End of T3 2025		
<b>Data Informed</b>						
	<ul style="list-style-type: none"> <li>Improve <b>inferencing skills</b> and <b>text cohesion</b>, as demonstrated by improved NAPLAN and PAT-R results.</li> </ul>	<ul style="list-style-type: none"> <li>Refine pedagogy for <b>differentiation</b> (through deepening their knowledge and understanding of how to use data for impact, including PAT-R and NAPLAN)</li> </ul>	<ul style="list-style-type: none"> <li><b>Facilitate</b> the design of <b>professional learning</b> informed by data (cohesion, inferencing), including survey mechanisms and interpretation of collected data.</li> </ul>	End of T4 2025		
<b>Teaching and Learning Cycle</b>						
 	<ul style="list-style-type: none"> <li>Have a deep understanding of <b>literacy conventions</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Continue embedding the <b>whole school approach</b> to the teaching and learning cycle.</li> <li>Refer to Literacy <b>Rubric</b> indicators</li> </ul>	<ul style="list-style-type: none"> <li>Support their teams by explicitly <b>coaching</b> teachers on the teaching and learning cycle and organising the sharing of good practice through instructional rounds.</li> <li>Linking <b>Instructional rounds</b> to indicators found in Literacy <b>Rubrics</b>.</li> </ul>	End of T4 2025		