



Barker
College

Teaching and Learning
Framework

Mission

An Anglican community inspiring
every learner
every experience
every day

Vision

To be a leader in Christian education
that is characterised by a global vision
that inspires hope

Values

Commitment
Compassion
Courage
Integrity
Respect



We acknowledge the Dharug, Guringai and Darkinjung people who are the traditional custodians of the land on which Barker College and Darkinjung Barker stand. We pay respect to the elders past and present of the Dharug, Guringai and Darkinjung nations and extend that respect to other Aboriginal people within the Barker College community.



Teaching and Learning Framework

The Barker College Teaching and Learning Framework seeks to translate Barker's mission, vision and values into a practical guide for teachers, students and parents. This is essential to give the language of teaching and learning a set of clearly understood definitions and a consistent experience in teaching and learning environments across the School. The document also has the twin aims of capturing and defining a language of teaching and learning that is already in play and, at the same time, to be sufficiently ambitious to consider how teaching and learning will evolve and how we wish to influence the evolution of teaching and learning at Barker College, so that every learner can grow and develop their God-given gifts, talents and interests.

The Teaching and Learning Framework at Barker College is framed by our Mission, Vision and Values:

Mission

An Anglican community inspiring each learner, every experience, every day

Vision

To be a leader in Christian education that is characterised by a global vision that inspires hope

Values

Commitment, Compassion, Courage, Integrity, and Respect

Beyond the School's mission, vision and values, the experience of a Barker education is captured by the **Thrive Framework** which is defined by the four pillars of Service, Gratitude, Inquiry and Rhetoric. These provide guiding principles that should be evident in the way that teachers plan for episodes of teaching and learning, that are also clearly visible in the experiences of students.

At the centre of the teaching and learning framework is the learner. Barker seeks to develop the learner by creating a learning **ENVIRONMENT** that is inclusive and based on mutually respectful relationships between students and teachers. This means teachers having high expectations of all students and students having high expectations of themselves.

The acquisition and application of **KNOWLEDGE** is crucial to the learning framework as we seek for Barker students to be thirsty for new knowledge and for teachers to be experts in helping students to learn and connect complex knowledge and concepts. We value strong disciplinary knowledge and opportunities to connect disciplines together and for students to apply knowledge in new situations. Deep knowledge allows students to problem-solve, to think critically and to communicate with confidence.

A focus on **INQUIRY** and **RHETORIC** creates opportunities and frameworks for students to investigate areas of personal interest, to pursue authentic problems and to develop the mental structures to think deeply and creatively. The School utilises the Guided Inquiry Design framework to facilitate genuine and purposeful units of inquiry. **RHETORIC** is favoured as a model for reasoning with evidence, making ethical decisions and allowing students to communicate ideas with certainty and confidence.

The framework is supported by many equally-valued opportunities for **FEEDBACK**. Feedback between teacher and student is designed to move the learner forward and to provide the teacher with a direction for future instruction. Feedback between the School and parents is designed to provide clarity about student progress and to allow the School to improve in its mission to be an Anglican community inspiring each learner, every experience, every day.

Underpinning all of these aspects is a focus on **SERVICE** and **GRATITUDE**. A focus on gratitude encourages students to live and develop through thankfulness. Service encourages the individual to grow, personally and intellectually, by investing time in the service of others. In a teaching and learning sense, service and gratitude will support positive learning environments, thankfulness for opportunities to learn and perseverance in learning.



INQUIRY

Promoting curiosity and providing opportunities to connect and apply ideas to create new knowledge.



RHETORIC

Holding ideas and beliefs and persuading with knowledge and clarity of thought.



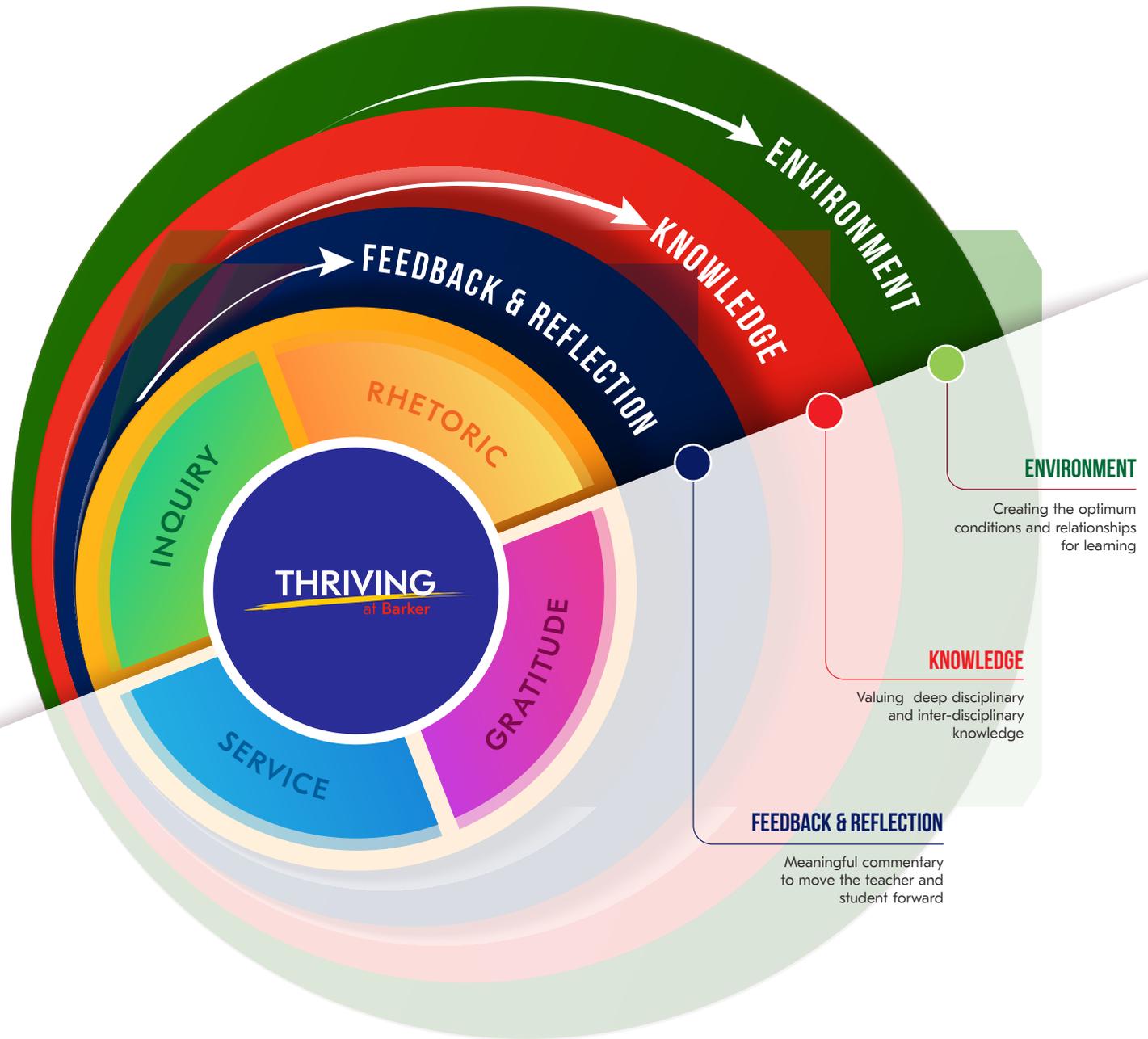
GRATITUDE

An attitude of thankfulness for what we have been given - by God, by our parents, by others. Investing in relationships and valuing people and learning opportunities.



SERVICE

Seeking to understand the needs of others and taking purposeful action; noticing and acting, listening and following through.



ENVIRONMENT



Focus Areas

Positive Relationships
High Expectations
Use of Learning Space and Technology

WHAT ARE TEACHERS DOING?

- Setting and communicating high expectations for all students
- Creating a focus for learning
- Using learning spaces flexibly and interchangeably
- Being inclusive and thinking about the needs of all students
- Establishing classroom norms and expectations
- Getting to know students and building positive relationships
- Using blended learning to maximise face to face teaching time

WHAT DOES IT LOOK LIKE FOR STUDENTS?

- Feeling valued and known by their teachers
- Being actively engaged in learning
- Having their voice heard and valued
- Challenging themselves to achieve their best
- Understanding that learning can be hard and needs attention and focus
- Learning in different environments and scenarios

KNOWLEDGE



Focus Areas

Valuing Knowledge
Academic Challenge
Differentiation

WHAT ARE TEACHERS DOING?

- Identifying and teaching important subject knowledge
- Applying principles of cognitive science to help students commit knowledge to and retrieve it from long-term memory
- Challenging students to learn new ideas
- Teaching explicitly to ensure students understand key knowledge
- Explaining and modelling
- Helping students apply knowledge to new content in and across subject domains
- Ensuring learning is accessible to all students

WHAT DOES IT LOOK LIKE FOR STUDENTS?

- Feeling challenged to learn new things
- Seeing the value in learning, retaining and applying knowledge
- Seeking new knowledge and being curious
- Understanding how memory works and how to study
- Using knowledge to think critically and creatively
- Persevering when learning becomes difficult

FEEDBACK & REFLECTION



Focus Areas

Moving the Learner Forward
Tracking and Reporting Progress
Student Reflection and Action

WHAT ARE TEACHERS DOING?

- Providing feedback that moves the learner forward
- Helping students to respond to feedback and set goals for improvement
- Using data to track student progress
- Using student feedback to inform teaching
- Using effective formative assessment strategies
- Reporting on student progress

WHAT DOES IT LOOK LIKE FOR STUDENTS?

- Receiving timely and helpful advice on how to improve
- Understanding how to set goals for improvement
- Taking responsibility for improving
- Knowing how to think about and respond to feedback
- Actively seeking feedback and clarification

INQUIRY



Focus Areas

Guided Inquiry
Creating Strong Learning Habits
Connecting and Sharing Learning

WHAT ARE TEACHERS DOING?

- Applying the Guided Inquiry Design framework to formal units of inquiry
- Seeking opportunities to support student inquiry: questioning, lesson sequence
- Supporting student curiosity by posing important and interesting questions
- Seeking opportunities to share the products of Inquiry with the broader community
- Promoting excellent research practices that encourage independence
- Promoting student self-regulation and executive function
- Seeking to make connections across domains

WHAT DOES IT LOOK LIKE FOR STUDENTS?

- Having opportunities to think about and pose responses to interesting questions
- Being confident to work independently
- Being able to investigate areas of personal interest
- Being confident to share and evaluate new learning
- Understanding how to manage time and self-regulate
- Making ethical decisions
- Knowing how to conduct research and select information

RHETORIC



Focus Areas

Effective Thinking
Confident Communications
Expressing Learning

WHAT ARE TEACHERS DOING?

- Providing opportunities for students to think deeply and reason
- Asking challenging questions
- Structuring and modelling different types of thinking (making thinking routine)
- Providing opportunities for students to communicate their thinking verbally, in writing and through performance
- Giving students the space and opportunity to express their learning

WHAT DOES IT LOOK LIKE FOR STUDENTS?

- Thinking about what has been learnt and how to communicate it
- Feeling challenged to think deeply about what is being studied
- Understanding how to communicate ideas best
- Appreciating ethical concerns
- Feeling responsible for their own work
- Knowing how to express dissent
- Seeking and taking opportunities to express ideas

SERVICE



Focus Areas

A Heart for Service
Taking Responsibility
Noticing and Acting

WHAT ARE TEACHERS DOING?

- Looking for ways to use knowledge for the service of others - modelling through pedagogy that the product we want from our knowledge is service
- Giving specific examples of how people within different disciplines have used their knowledge to serve others – helping students see concrete examples of service in action
- Providing opportunities for students to serve one another and the wider community
- Enhancing the life of the student by providing opportunities to explore complex problems that need creative solutions

WHAT DOES IT LOOK LIKE FOR STUDENTS?

- Showing empathy, being able to see things from another's perspective and identify their needs
- Supporting the work of charities through involvement in chapel offertory, volunteering time and supporting House Charities
- Being involved in some form of community service each year
- Noticing and acting, helping and caring, seeing someone's needs and meeting them, listening and respecting
- Making a positive and meaningful contribution to our School and wider communities
- Having the courage to seek change



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