

PoLT Principle	PoLT Indicators	Community Classro
<p>1. The learning environment is supportive and productive.</p>	<p>1.1. builds positive relationships through knowing and valuing each student 1.2 promotes a culture of value and respect for individuals and their community 1.3 uses strategies that promote students' self – confidence and willingness to take risks with their learning 1.4 ensures each student experience success through structured support, the valuing of effort, and the recognition of their work</p>	<ul style="list-style-type: none"> ▪ student interviews prior to ▪ induction 'get-to-know you ▪ learning about self – perso ▪ respectful communication r ▪ classroom management pla ▪ use of the community conf ▪ student mentoring within t ▪ You Can Do It! program ▪ thinking tools to capture st ▪ supportive class environme ▪ inquiry projects that stem ▪ acceptance of ideas – focus ▪ focusing on student goals a ▪ quality feedback – use of o ▪ various grouping strategies ▪ Pax Hill Team Initiative Da
<p>2. The learning environment promotes independence, interdependence and self motivation.</p>	<p>2.1 encourages and supports students to take responsibility for their learning 2.2 uses strategies that build skills of productive collaboration.</p>	<ul style="list-style-type: none"> ▪ Learning Style Problem Sol ▪ Juggling Workshops & Tear ▪ Mobile Phone Training Grou ▪ MAD Day Working Teams ' ▪ LOOP Newspaper Spread ▪ City of Ballarat Youth Team ▪ Assessment Rubrics – durin ▪ Learning Criteria – coopera ▪ Brainstorming ideas / issue ▪ Employment Teams – Crite ▪ Table groups – fluid groups ▪ Team managers ▪ Negotiated Learning – Pres ▪ Integrated Learning Progra ▪ Consultation with commun ▪ Student expert learning tea ▪ Ongoing tasks learning dire
<p>3. Students' needs, backgrounds, perspectives and interests are reflected in the learning program.</p>	<p>3.1 uses strategies that are flexible and responsive to values, needs and interests of individual students. 3.2 uses a range of strategies that support the different ways of thinking and learning 3.3 builds on students' prior experiences, knowledge and skills 3.4 capitalises on students' experiences of a technology rich world</p>	<ul style="list-style-type: none"> ▪ PoLT Surveys – perception ▪ Learning Style Preferences ▪ Whole-small-whole teachin ▪ Using the media as stimulu ▪ MAD Day issue based on st ▪ You can Do It! Tutor Progr ▪ Real life outcomes for audi ▪ Thinking Tools – 6 Hats, Ve ▪ Variety of curriculum delive ▪ Multi-model Communicatio ▪ Open-ended inquiry tasks ▪ Team Support for projects ▪ Mixed ability groups

<p>4. Students are challenged and supported to develop deeper levels of thinking and application.</p>	<p>4.1 plans sequences to promote sustained learning that builds over time and emphasises connections 4.2 promotes substantive discussion of ideas 4.3 emphasises the quality of learning with high expectations of achievement 4.4 uses strategies that challenge and support students to question and reflect 4.5 uses strategies to develop investigating and problem solving skills 4.6 uses strategies to foster imagination and creativity</p>	<ul style="list-style-type: none"> ▪ Engaging topics ▪ Open- ended discussions ▪ deBono’s 6 Hats ▪ graphic organisers ▪ Inquiry problem Solving M ▪ Question Types ▪ Linking of ideas – issues – ▪ Whole Wednesday program ▪ Link learning to previous cl ▪ Connecting learning to life ▪ Facilitating to the point of r ▪ Cross-curricular / cross-s ▪ Relating experiences to qu ▪ Best on Ground Award for ▪ Team assessment – rubrics ▪ Task / outcome tracking sh
<p>5. Assessment practices are an integral part of teaching and learning.</p>	<p>5.1 designs assessment practices that reflect the full range of learning program objectives 5.2 ensures that students receive frequent constructive feedback that supports further learning 5.3 makes assessment criteria explicit 5.4 uses assessment practices that encourage reflection and self assessment 5.5 uses evidence from assessment to inform planning and teaching</p>	<ul style="list-style-type: none"> ▪ Self assessment tasks across ▪ Criteria at the beginning of ▪ Checklists, rubrics, question ▪ High expectations of work ▪ Group reports and evaluation ▪ Assessing levels of thinking ▪ Learning journals ▪ Continual feedback to indiv ▪ Questioning for further exp ▪ Community feedback – for ▪ Discussion of learning proc ▪ Team presentations ▪ Teaching plan is fluid depe
<p>6. Learning connects strongly with communities and practice beyond the classroom.</p>	<p>6.1 supports students to engage contemporary knowledge and practice 6.2 plans for students to interact with the local and broader communities 6.3 uses technologies in ways that reflect professional and community practices</p>	<ul style="list-style-type: none"> ▪ Learning replicates profess ▪ Using technology that repr ▪ ICT Room for teaching ▪ Targeting learning needs to ▪ Use of community resource Schools ▪ Human and Text Resource ▪ Use of digital cameras, vid

2004 Principles of Learning and Teaching P – 12 Handbook, p.9

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