

WHEN SCHOOLS ARE IN THE “EXCELLENT ZONE”

	For learners...	For teachers...	For leaders...	For families...
CONFIDENT LEARNERS: <i>Embrace the discomfort of challenging learning and conceptual stretch.</i>	<ul style="list-style-type: none"> Embrace ambitious learning activities and try more difficult tasks Will “have a go” with new learning and bounce back from missteps Increasingly independent when negotiating tasks and applying tools Share strategies and guide others. 	<ul style="list-style-type: none"> Create environments where learning is scaffolded, and resilience is modelled Relate professional learning goals to extending their own practice, often in unfamiliar areas Confident to be vulnerable with peers, and lead learning events. 	<ul style="list-style-type: none"> Describe a model for the professional growth of teachers and its application to new practice Model applying their leadership learning to new or difficult areas Well versed in scaffolded learning and gradual release practices and applies these to staff development. 	<ul style="list-style-type: none"> Attest that learning lays at the heart of the school’s vision and strategic intent Access resources to best understand key learning concepts Can translate stated school priorities to the experience of their children.
AGILE LEARNERS: <i>Use “complexity thinking” to look deeply into contexts and apply innovative approaches.</i>	<ul style="list-style-type: none"> Increasingly adept in qualitative and quantitative analytical skills Ask questions within global, societal and personal contexts Build a suite of tools to respond to challenges and opportunities Reflect upon and learn from successful achievement and failure. 	<ul style="list-style-type: none"> Create environments where learners develop a suite of relevant skills and see models of successful application Master analytical skills for deep insight into the abilities of their learners and where they can grow further Apply professional skills to contribute to the long-term directions of the school. 	<ul style="list-style-type: none"> Ensure a shared language and consistent approach to using and teaching rich analytical skills Model “complexity thinking” skills when defining the school context, vision and strategic intent Raise ownership on how to enact innovative improvement strategies to best impact on learning. 	<ul style="list-style-type: none"> Involved in home-based activities that reflect that school’s approach to “complexity thinking” See examples of students’ deep analysis and innovative responses Well informed on the growth their children have displayed in areas of “complexity learning”.
REFLECTIVE LEARNERS: <i>Describe what quality looks like in their endeavours, gauge their progress and be open to feedback.</i>	<ul style="list-style-type: none"> Fluent in the language of learning intentions and success criteria Self-aware and use reflective practices to regulate their learning Engages actively with assessment feedback from teachers and others Monitor their progress against learning standards over time, and set goals accordingly. 	<ul style="list-style-type: none"> Consistently co-construct learning intentions and success criteria with learners for clarity of understanding Align assessment and feedback to curriculum standards within and across classes for continuity Reflect upon and adjust their own approach against a clear depiction of high-quality professional practice. 	<ul style="list-style-type: none"> Build a credible model of standards referenced assessment practice to strengthen curriculum continuity Align professional learning and performance feedback processes to support growth over time Ensure that examples of quality professional practice are shared regularly across colleagues. 	<ul style="list-style-type: none"> Access formal reports from teachers about the progress of their child against clear standards Discuss with their child about progress against their learning goals and where to next Express confidence that the school can maximise desired learning pathways for their child.