



MENTONE
GRAMMAR

LEARNING AND TEACHING FRAMEWORK (2024-2027)

The Alice Springs (Mparntwe) Education Declaration (2019) highlights the rapidly changing world that young people face, and the need for education systems to equip students with the knowledge, values, skills and competencies to succeed in this world. Mentone Grammar believes that all students can learn, and we aim to deliver a minimum of one year's growth in learning for every student, every year. Our purpose is to support each new generation of students to develop the personal values, self-worth and sense of individual identity necessary to enter the world, not just to passively observe but to feel empowered to interpret, create and shape it in an ethical and positive way. This framework iteration seeks to affirm and build on the success of the previous Explicit Improvement Agenda which adopted and embedded the findings of John Hattie and Dylan William.

CORE PRINCIPLES

We have identified five interwoven principles that are at the core of our approach to learning and teaching:



RELATIONSHIPS

We believe that learning happens when students, teachers and families work alongside each other.



STUDENT CENTRED LEARNING

We believe that learning happens when students are at the centre of the learning process.



PERSONALISATION

We believe that learning happens when students are treated as individuals.



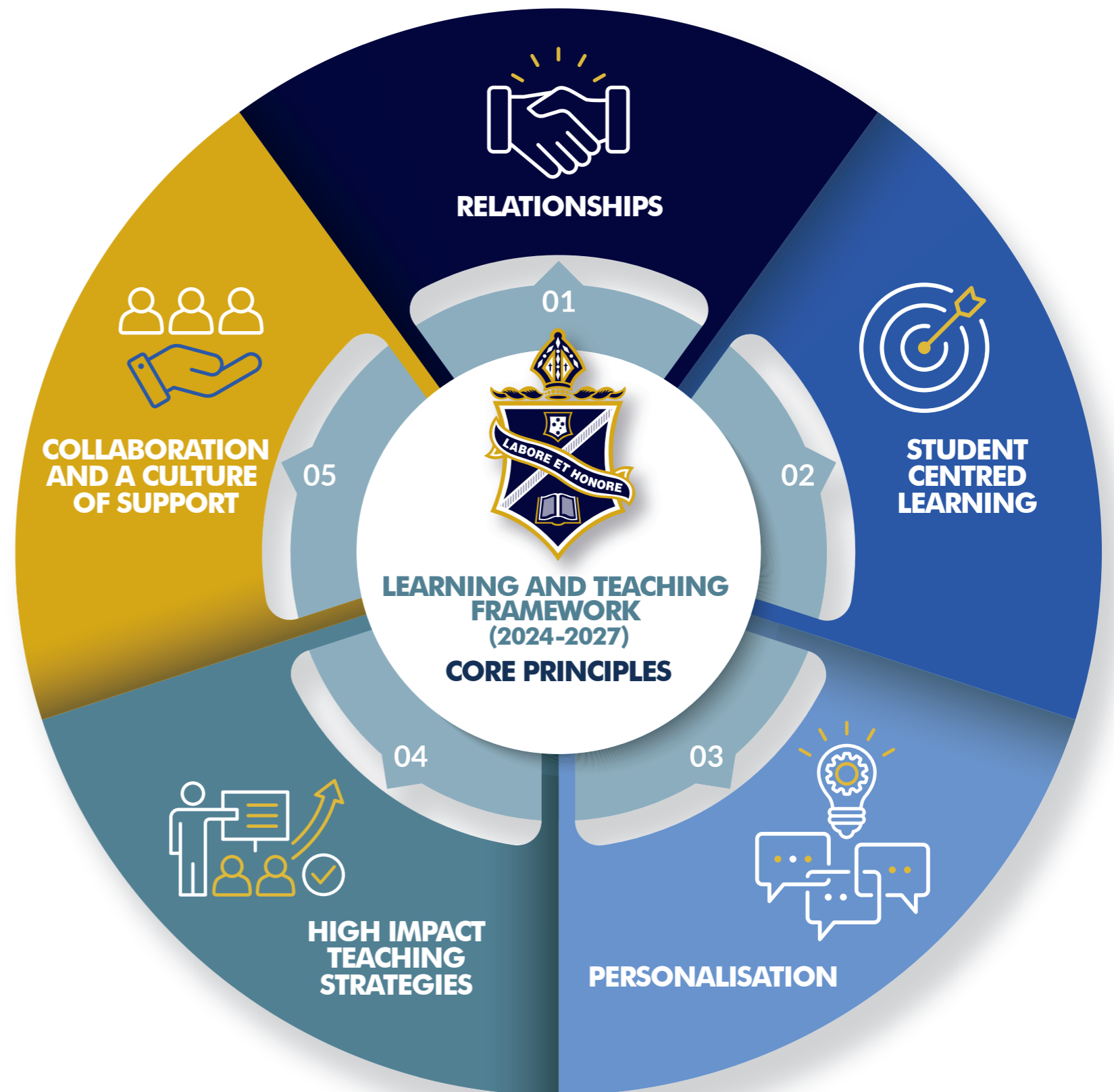
HIGH IMPACT TEACHING STRATEGIES

We believe that learning happens when the focus is on growth, not grades.



COLLABORATION AND A CULTURE OF SUPPORT

We believe that teachers perform best as a team.



CORE PRINCIPLES

We have identified five interwoven principles that are at the core of our approach to learning and teaching:



RELATIONSHIPS

We believe that learning happens when students, teachers and families work alongside each other.

Strong relationships support student wellbeing, inspire learning, and transform lives. Mentone Grammar has the mindset of a village, where teachers strive to build strong relationships with each student and their families by creating learning environments that have high expectations, yet are also safe, flexible, and inclusive. They establish a culture of mutual respect, trust and responsibility, underpinned by the School's Values, and seek to understand the interests and concerns of each individual in their care, knowing this connection will enhance learning in the classroom.

Actions that support this belief:

- Have high expectations for all students
- Balance expectation with care and a genuine interest in the individual
- Reference the Values poster as a starting point for discussions
- Connect student wellbeing with learning, for example through integration of programs like RULER and the Resilience Project
- Contact parents in a timely fashion
- Take part in or support co-curricular activities and school events



STUDENT CENTRED LEARNING

We believe that learning happens when students are at the centre of the learning process.

Our approach to teaching focuses on building student agency, creativity and curiosity, where explicit teaching leads to inquiry, exploration and the application of learning to real world settings. Our teachers create safe environments for students to take risks in their learning, make mistakes and receive feedback, coming to view this as part of the learning process. In doing so, they build a growth mindset underpinned by determination, resilience and the desire to learn, even when things might be challenging.

Actions that support this belief:

- Employ a gradual release of responsibility model to support students towards autonomy
- Encourage entrepreneurship and innovation, for example through application of the Design Thinking Process in Arts and Technology
- Promote a disposition of curiosity and critical thinking, for example through Inquiry learning in Eblana or Enrichment programs



PERSONALISATION

We believe that learning happens when students are treated as individuals.

A differentiated approach aims to meet the learning needs of each student. At Mentone Grammar, we assess prior student knowledge, particularly in the areas of literacy and numeracy, and use individual and cohort data to inform our learning and teaching programs. We are inspired to nurture every student to achieve their personal best in their chosen pathways in the classroom, Sport, the Arts, or through extensive co-curricular offerings.

We also recognise that each child comes to learning with their own understandings, beliefs, assumptions and motivations and so we look for opportunities to recognise these and make the learning relevant to the individual. We believe that students should participate in decisions affecting them and have choice, seeing this as fostering engagement and a sense of purpose.

Actions that support this belief:

- Use the School's data platform to understand the background of each student
- Access Learner Profiles to cater for students with diverse learning needs
- Document opportunities for student choice and agency in curriculum plans
- Innovate with digital technologies to tailor learning to individual needs
- Seek the 'Goldilocks' principle of challenge



HIGH IMPACT TEACHING STRATEGIES

We believe that learning happens when the focus is on growth, not grades.

Our curriculum places literacy and numeracy as foundational building blocks, but also seeks to encourage an inquisitive, collaborative, and self-directed learner. Our teachers identify and explicitly teach the key knowledge relevant to their subject and discipline, gathering evidence of student progress and using this to make judgements about next steps in learning. They provide feedback that encourages thinking before giving grades, focusing on next steps, and providing strategies for improvement.

As they release responsibility for learning to students, Mentone Grammar teachers seek opportunities for peers to act as resources for one another and scaffold students' development towards self-directed learning. Teachers recognise that learning moves from surface to deep to transfer level and apply the most impactful strategies to support each level.

Actions that support this belief:

- Embed Dylan William's Formative Assessment strategies at the heart of all teaching practice
- Use the school's curriculum documentation platform to develop rigorous, purposeful and sequential units of learning that move from surface to deep to transfer learning and are guaranteed and viable
- Draw on other high impact frameworks including:
 - Visible Learning
 - Cultures of Thinking
 - The Design Thinking process
 - The Science of Learning
- Use all the spaces and resources available. Learning is not viewed as being limited to a classroom or a physical space.



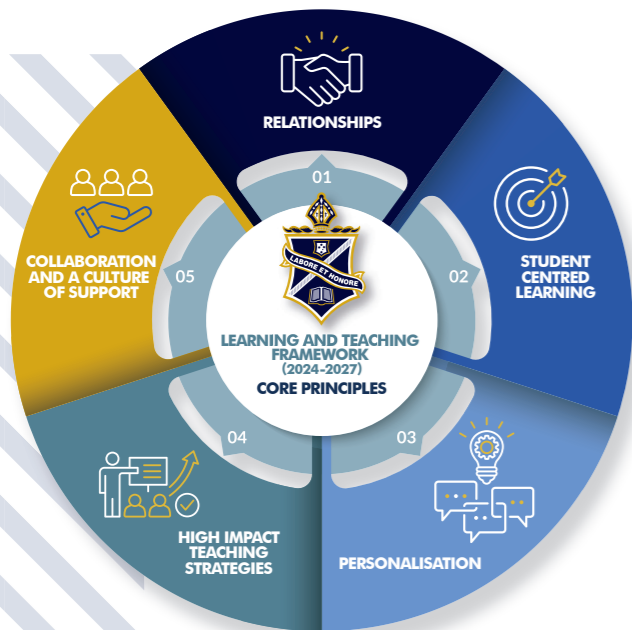
COLLABORATION AND A CULTURE OF SUPPORT

We believe that teachers perform best as a team.

John Hattie (2023) argued that teachers who focus on understanding the impact of their teaching and collaborate with others to critique these ideas, using data to measure improvement, was the most important factor when it comes to student learning. Teacher collaboration, underpinned by Teacher Learning Communities (TLCs) and Triads, is a strong feature of Mentone Grammar. Our teachers share examples of practice, observe each other in the classroom, and work and plan together to improve student learning.

Actions that support this belief:

- All teachers participate in Teacher Learning Communities and are evaluators of their impact
- All teachers adopt a disposition of collaboration, sharing resources, observing colleagues and keeping what is best for student outcomes at the heart of their discussions
- Seek feedback on practice and strive for continual improvement



A MENTONE GRAMMAR TEACHER

Views themselves as a life-long learner, seeking feedback and professional development.

COLLABORATION AND A CULTURE OF SUPPORT



Has a genuine care and interest in the individual student.



RELATIONSHIPS

Has high expectations for all students.



RELATIONSHIPS

Uses the gradual release of responsibility model to build student autonomy.



STUDENT CENTRED LEARNING

Uses the School Data Platform and Learner Profiles to personalise learning.



PERSONALISATION

Encourages students to participate in decisions and have agency and choice.



PERSONALISATION

Adopts a disposition of collaboration and collegiality to improve practice.



COLLABORATION AND A CULTURE OF SUPPORT

Sees opportunities for learning beyond a physical classroom, innovating with spaces and technologies.



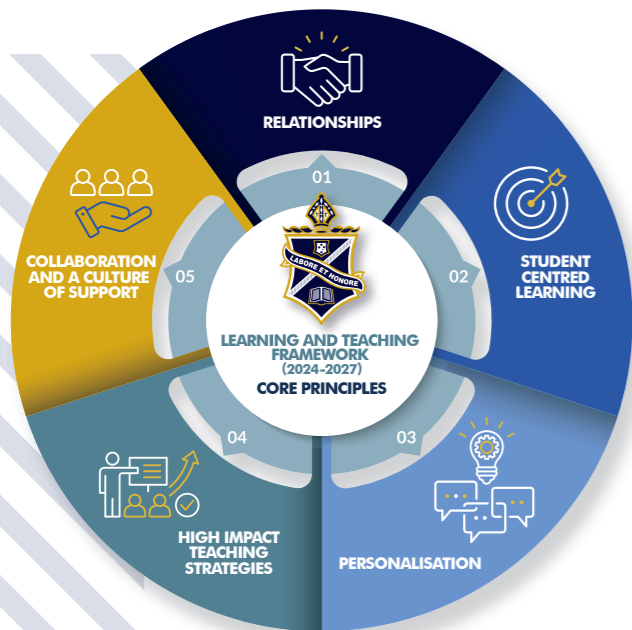
HIGH IMPACT TEACHING STRATEGIES

Embeds Dylan Wiliam's Formative Assessment Framework at the heart of their teaching practice.



HIGH IMPACT TEACHING STRATEGIES





A MENTONE GRAMMAR STUDENT

Participates in class discussion.
Asks questions.
Uses active learning.
Stays focused on devices.

IS ENGAGED IN LEARNING



Brings a charged device to school.
Maintains up to date course notes.
Keeps previous feedback to refer back to.

IS PREPARED AND ORGANISED



Doesn't rush - fulfills the task to the best of their ability.

Submits work by deadline.
Makes their best effort.

COMPLETES SET TASKS



Stays on task.
Acts as a resource to their peers.
Listens respectfully to the views of others.

COLLABORATES EFFECTIVELY



Seeks feedback and acts on it to improve.
Sees mistakes as an opportunity to grow.
Takes initiative and seeks challenge.

LEARNS INDEPENDENTLY

