



HIGH EXPECTATIONS POLICY

At Kirwan High we provide educational excellence for tomorrow's citizens. Our Kirwan High Scholars are:

- Inquiring,
- Optimistic,
- Inclusive,
- Aspirational, and
- Act with integrity.

We have high expectations of all students. We demand that they show respect for their peers, teachers and the environment. They must be engaged in classroom teaching and learning and behave in a safe manner. The three planks on which our Positive Behaviour Support Program is built are: Respect; Engagement; and Safety. Our teaching and learning framework, *The Art and Science of Teaching*, reinforces the importance of high expectations throughout the design questions.

Having high expectations means that teachers should **say**, **see** and **do** the following:

SAY	<p>Instruction Giving</p> <ul style="list-style-type: none">• Use instructions that are explicit, simple and short, and finish with the phrase "thank you".• Clearly and concisely state lesson outcomes, and let students know what is expected to be achieved by the end of the lesson. [DQ 1]• Check for understanding using a variety of techniques e.g. <i>who can summarise this? Can someone list/explain/describe from last lesson?</i> [DQ 1] Direct questions to students using a managing response rates strategy. [DQ 5 and 6]• Use signposts for students during the lesson; e.g. <i>you have ----minutes to _____; by the end of this you should have....</i> <p>Language Use</p> <ul style="list-style-type: none">• Use formal, respectful, positive and business like language. [DQ 8]• Use a firm, calm tone – demonstrate objectivity and control. [DQ 8]• Be honest and clear with students when they are wrong.• Use PBS language e.g. <i>I am just waiting for you all to show me you are engaged and respectful.</i>• Incorporate Habits of Mind language.• Use positive reinforcement consistently. [DQ 7]
SEE	<p>Physical Environment</p> <ul style="list-style-type: none">• Set out furniture to support learning. [DQ 6]• Display visuals on the classroom walls e.g. Statement of Intent, PBS, HOM, student work. [DQ 6]• Ensure the classroom is always clean and tidy. [DQ 6] <p>Teachers</p> <ul style="list-style-type: none">• Are punctual.• Are organised and planned.• Take control of the classroom, moving around the room and interacting with students. [DQ 8]• Are responsive/flexible to students' needs and interests. [DQ 8]• Are positive and excited by the lesson. [DQ 5]• Are professionally dressed.• Engage in Direct Instruction regularly.• Ensure their board work and other resource materials are well presented. [DQ 6]

DO

Be Caring

- Use opportune times to get to know students e.g. talk to students as they arrive to line up. [DQ 8]
- Follow up on wellbeing concerns. [DQ 8]
- Welcome students to each class. [DQ 8]
- Use students' names. [DQ 8]
- Use positive language. [DQ 7 and 8]
- Contact parents/carers, when required. [DQ 8]

Be Passionate and Engaging

- Establish and communicate clear goals and high expectations for every lesson. [DQ 1]
- Articulate the importance of the work at hand and demand engagement. [DQ 1]
- Demand greatness – be prepared to wait for what you want.
- Demonstrate enthusiasm for the subject and their craft. [DQ 5]
- Be creative and innovative. [DQ 5]

Be Businesslike and Organised

- Present yourself professionally.
- Be on time.
- Be on your feet and move around the classroom. [DQ 7]
- Make eye contact. [DQ 7]
- Follow and promote school procedures, rules and expectations. [DQ 6 and 7]
- Reinforce positive behaviours consistently and implement appropriate consequences for rules which have been broken e.g. community service for graffiti, PBS reflection sheets. [DQ 7]
- Provide timely feedback on classroom and assessment. [DQ 1]

Be Aware and “With It”

- Monitor students' behaviour and engagement. [DQ 5]
- Assess and review students' progress. [DQ 1]
- Use effective questioning.
- Critically reflect on your own practice using formal processes.