

2023-2026

**DCS
TEACHING &
LEARNING**

DCS SCHOOLS & SETTINGS

VERSION: 3

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DEVELOPMENTAL ASPECTS

Our Educational & Care Strategy sits at the core of eight Developmental Aspects



Website



Publicity



Communication



Education Policy



Procedure

Standardisation,
Alignment &
Empowerment

Cultural Identity
& Leadership

DCS Educator



Aspect 7



Aspect 8



Aspect 1



DCS ARRA

DCS Child &
Parent



Aspect 6

Aspect 2



DCS Curriculum

Care for All

DCS Teaching &
Learning



Aspect 5

Aspect 4

Aspect 3



Safeguarding



SEND



Transition



Language



Pastoral

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TEACHING & LEARNING

A Connected Curriculum recognises the values of learning in which educators provide a careful balance of thematic and discrete teaching that has an emphasis on both knowledge and skill

Metacognition & Self Regulation

+7 Months

Metacognition & self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring & evaluating their own learning.

Feedback

+5 Months

Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. Effective feedback is timely and relevant not global and vague.

Feedback is NOT marking.

Teaching

+4 Months

Effective teaching leads to improved student achievement. An effective teacher facilitates the learning, embeds knowledge and provides children with strategies, processes and behaviours of learning which they use to succeed.

Mastery Learning

+5 Months

Mastery Learning is NOT teaching for Mastery.

Learning outcomes are constant but the time allocated for children to become proficient or competent at the objective is varied.

Educators will reinforce principles for learning, assessment and curriculum and ensure that facilitators of learning use metacognition, self reflection, AfL and AoL on a daily basis.

Effective assessment approaches will be in place in all schools to help improve teaching and learning: a bottom up model.

‘Pedagogy is curriculum, because what matters is how things are taught, rather than what is taught’

Dylan William, Embedded Formative Assessment

RESEARCH & THE CRAFT OF TEACHING

Research is not the only form of evidence relevant to schools and school leaders. In the real world decisions are influenced by a whole range of factors, with evidence from research often playing a relatively minor role.

Trinder & Reynolds, 2000

Through **Developmental Aspects 1, 2 & 4** we encourage and rely on our leaders to use a wide range of factors when developing school improvement or setting plans and ensure that learning is the best it possibly can be in every location.

The term ‘knowledge’ is to denote the range of evidence that has been sought prior to creating action for individual improvement plans. Pawson et al. (2003) identified five sources of knowledge which our leaders can draw their evidence from:

Pawson et al., SCIE, 2003



Whilst this strategy encourages the use of research and knowledge for the development of all learning, we also encourage our staff to use research to: identify needs and issues in schools; provide evidence of what works and assess progress towards the improvement based on evaluations as well as performance data.

Overall we encourage our leaders to be evidence based leaders.

TEACHING IS...

Teaching can be defined as: *an engagement with learners to enable their understanding and application of knowledge, concepts and processes. It includes design, content selection, delivery, assessment and reflection.*

*Note: The term 'Teacher' is often given to an adult with a teaching degree who is employed to teach a set of lessons, skills or knowledge. In all of our documents we use the term Educator. Any adult who is employed to support or enhance children's learning developments is an educator i.e. only teachers have the capacity to teach. Therefore, Key People, LSAs, Room Leaders, Volunteers and Teachers who are employed within the school or setting environment are **Educators** who take part in teaching activities.*

AN EDUCATOR IS...

Educators make it their goal to ensure that pupils fully understand the concept being taught. They seek to instil deep understanding in their pupils, ensuring that the learning will support the pupil not just in the learning environment but into the real world and through the rest of their lives.

An educator is someone with an extensive and specific set of abilities, skills, knowledge, training or experience to provide dedicated training to others.

LEARNING IS...

Learning is *"a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning"*

(Ambrose et al, 2010, p.3).



Bud Blake - Tiger comic strip

TEACHING & LEARNING MISSION

Consistently good teaching, every day,
every lesson, everyone.

TEACHING & LEARNING VISION

The DCS Vision for Teaching and Learning is to:

**create a community where everyone has a
passion for the craft of teaching and where
everyone is a life long learner**

All children will receive teaching and learning provision throughout their educational journey from our trusted and valued educators who:

- Demonstrate current **professional expertise** in both subject knowledge and pedagogy;
- Teach **good and outstanding lessons** that are **innovative** and **inspiring**, delivering them in a safe, well-managed and **stimulating environment** that fosters positive risk taking and encourages next steps for learning;
- Will **lead by example**, both personally and professionally;
- Are **reflective practitioners** who seek personal opportunities for continuous improvement;
- Actively contribute to the **development of the whole child** companioning their individual needs and potential;
- Demonstrate their passion for our shared vision and commitment to achieving our education and care strategy for our children and families.

GLOBAL FRAMEWORK FOR EXCELLENCE - TEACHING & LEARNING

The DCS schools and settings **Global Framework for Excellence; Teaching & Learning**, brings to life the DCS Teaching & Learning Philosophy & Mission in regards to

Learning Environment

- Educators create a supportive, inclusive, and enabling learning environment that fosters positive relationships among learners and encourages mutual respect.
- Educators promote active participation and connections by using a variety of strategies to capture learners' interest and curiosity.
- Educators effectively manage the learning environment, establishing clear expectations and routines consistently, through positive behaviour strategies.

Current Knowledge

- Educators demonstrate deep subject knowledge and communicates effectively to enhance learning for all.
- Educators adapt the content to meet individual learning needs of learners, providing appropriate challenge and supports.

Teaching

- Educators deliver well-structured lessons with clear learning expectations, ensuring that the content is logically sequenced and coherent; Consistently good teaching, every day, every lesson, everyone.
- Educators utilise a range of teaching approaches which builds on prior learning.
- Educators continually employ assessment strategies to gauge learner progress which informs planning and teaching.
- Educators promote the development of growth mind-set and meta-cognition.

Feedback and Support

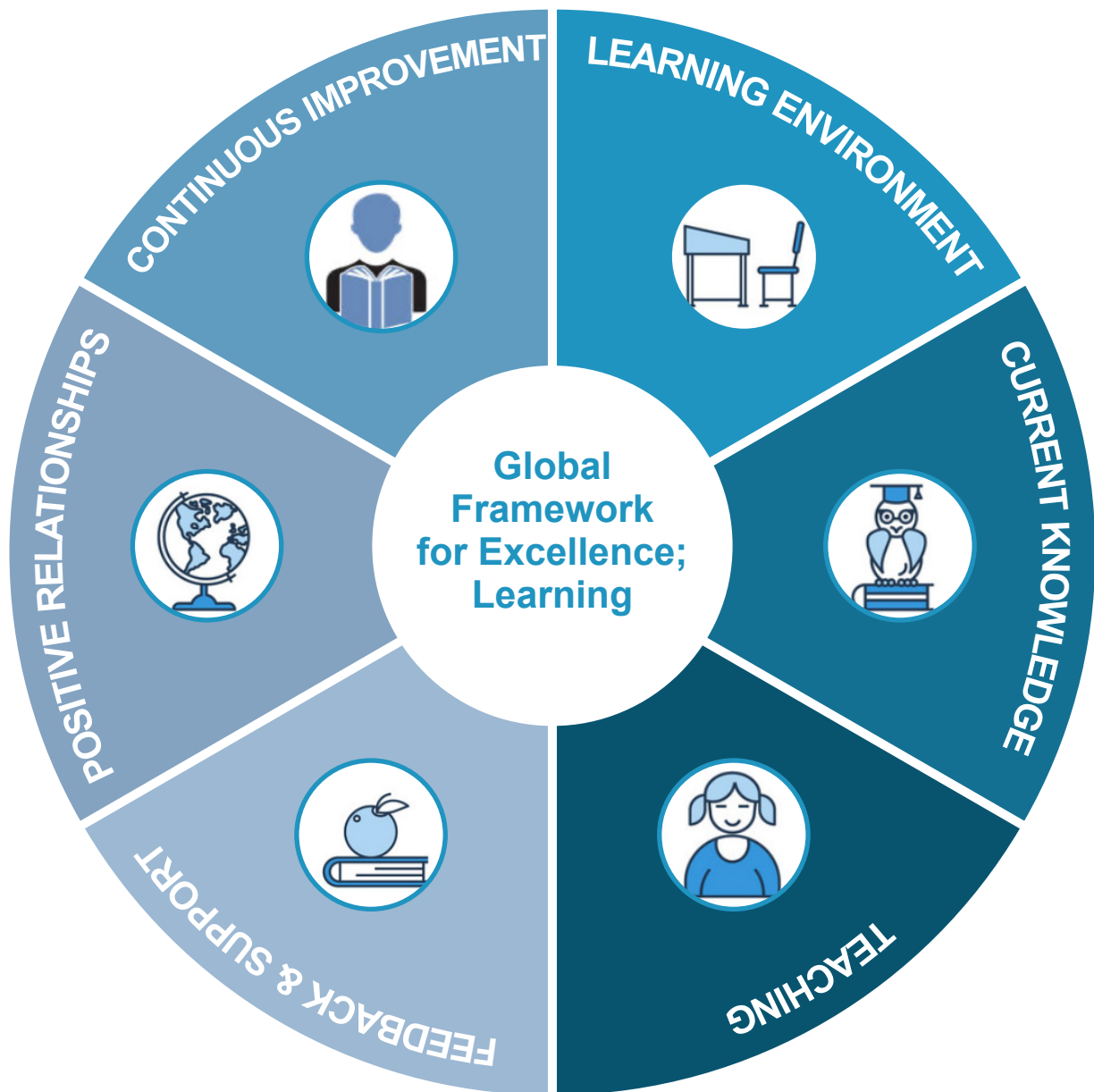
- Learners should receive timely, specific, and actionable feedback.
- Learners have opportunities to respond to feedback and clear action is taken based on feedback.
- Educators continually employ assessment strategies to gauge learner progress which informs teaching and planning to next steps.
- Educators effectively use the environment to ensure progress of all learners.
- Adults are effectively deployed in the environment to meet the needs of all learners.

Positive Relationships

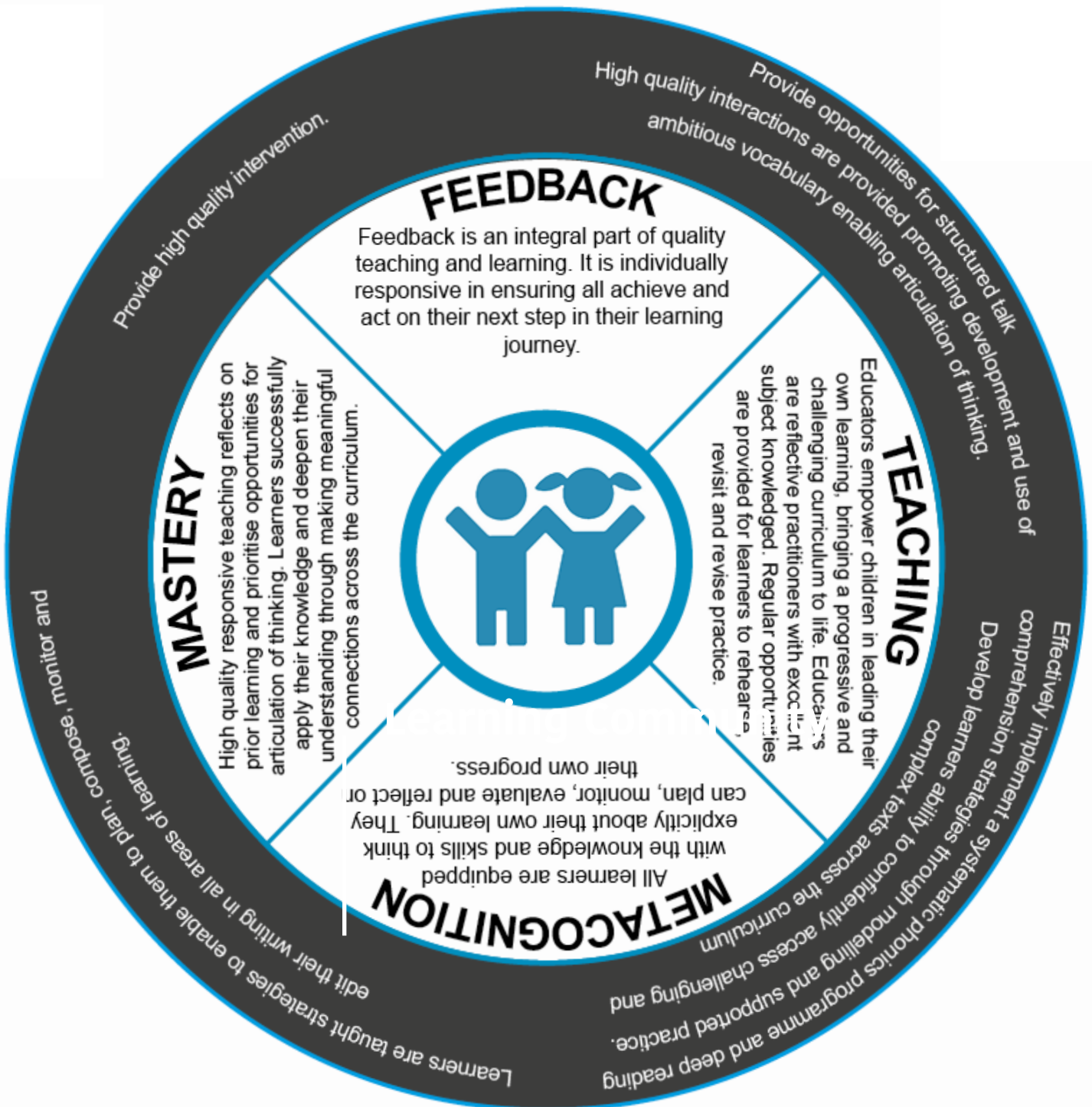
- Educators promote a collaborative learning environment that encourages positive interactions among students.
- Positive partnerships between schools/settings will enhance the holistic learning experience.
- Using their understanding of context and unique locations, educators will promote a holistic learning experience for all.

Continuous Improvement

- Educators use evidence-based research to refine their practice and promote a connected professional learning community.
- Educators proactively seek support and challenge for professional growth.
- Educators engage with professional development appropriate to their stage of career.



TEACHING & LEARNING MODEL



The teaching & Learning Model on this page is adopted in all DCS Schools and Settings as a model for Best Practice Teaching & Learning. The model is expected to be used by all educators throughout the school / setting day or in planning.

INTERNATIONAL LEARNING COMMUNITY

Community fosters growth, growth leads to exploration, exploration yields inspiration and inspiration paves the path to curiosity, passion & purpose.

Our learning community is a diverse, culturally rich, wide spread and an engaged community in which we provide safe, exciting, stimulating and enriching learning environments; where everyone can learn and grow together.

The Education & Care Strategy will:

- Promote inclusivity, wellbeing, safety and accessibility through united policies and procedures allowing all of our children, regardless of background or prior learning experiences, a place to shine.
- Support children as individual learners so that they can fulfil their true potential.
- Work together as a learning community to close gaps in learning and mitigate the effects of mobility.



Learning Community

Effective learning communities are both aspirational and practical. They connect people, organisations, and systems that are eager to learn and work across boundaries, all the while holding members accountable to a common agenda, metrics, and outcomes.

Harvard University - Centre of the Developing Child

HOLISTIC EDUCATION



Note: These two pages have been taken from the Developmental Aspect 2: Child & Parent. They are recreated here to support understanding surrounding Holistic Approaches to Education.

Through out our Strategy Documents we use the term Holistic. For understanding, a definition of Holistic is:

The belief that the parts of something are interconnected and can be explained only by reference to the whole.

Simply put, holistic development is the social, emotional, physical, spiritual, and personal growth of a child that leads to growth in intellect and self worth.

Holistic Approach to Learning

Taking an holistic approach to education and learning means the Educator focuses on all aspects of each individual child's growth, not just their academic advancements. Most importantly, it's about establishing the child's overall wellbeing.

Holistic approaches to child development and learning recognise the connectedness of mind, body and spirit.

Why is Holistic Development Important?

In order for children to succeed and reach their full potential, all aspects of their development must be given attention.

A holistic approach prevents the development of risk behaviour and underachievement. It encourages children to explore all their intelligences and capacities and to see the world in all his wholeness.

For the educator a holistic approach includes recognising and identifying, teaching, counselling, supporting, challenging, encouraging and including children in their development.

Role of the Educator

Holistic education has several benefits for learners, educators, schools, and communities. This includes:

1. An increase in academic achievement

Regardless of background or circumstances, holistic education can raise academic performance for all children by addressing individual learning preferences and fostering a positive learning environment. Children's brain development is enhanced when they feel physically and emotionally safe and linked to others.

2. Achieving Emotional and Mental Wellbeing

Children have a better chance of graduating with self-awareness, confidence, and a sense of social duty in a supportive setting where social and emotional development is prioritised alongside academics.

3. Building Confidence

By giving them a variety of chances to succeed, educators instil confidence in their pupils and assist them in developing that confidence. Educators can identify individual abilities in every child treating them all as individuals.

STANDARDISATION, ALIGNMENT & EMPOWERMENT

To support Leaders in schools and settings, the standardisation, alignment and Empowerment model is used.

1) Standardisation

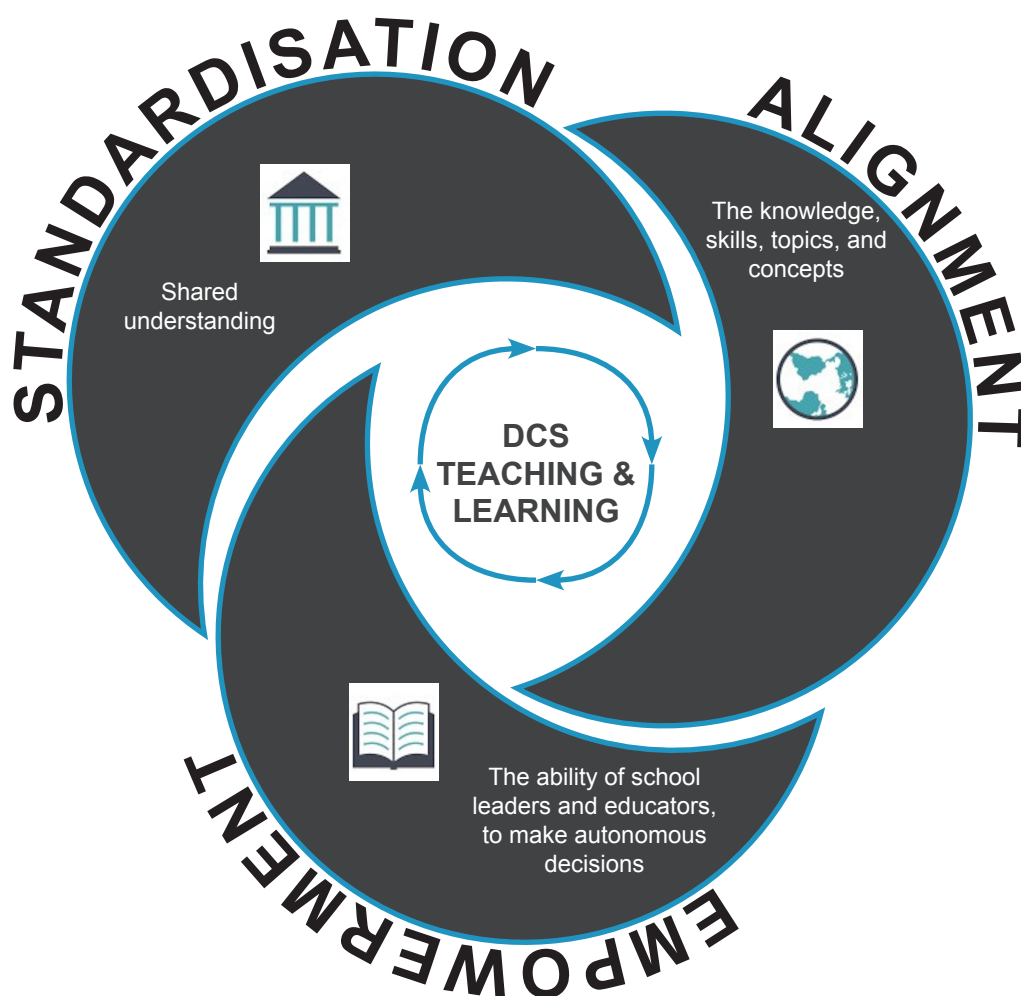
The Vision, Mission, Global Framework for Excellence and Learning Model will be used in all schools and settings.

2) Alignment

Some aspects of learning can be aligned across a small number of schools. This is developed in discussion with the Teaching & Learning Advisor.

3) Empowerment

The every day actions of planning, delivery and styles of teaching are led by the Head Teacher or Setting Manager.



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Developmental Aspect 3

Teaching & Learning

The whole art of teaching is the only art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards.