

Universal Practices and Expectations for Tier 1

All approaches to teaching and learning are **universally designed** (*flexibility in the ways students access material, engage with it and show what they know*) and **differentiated** (*tailoring instruction to meet individual needs*) to address the whole child.



Learning Environment	Social-Emotional	Academic		Behaviour
		Literacy Practices	Numeracy Practices	
<ul style="list-style-type: none"> • All classroom environment approaches build and ensure: <ul style="list-style-type: none"> ○ Dignity, purpose and options • All classroom environment approaches are: <ul style="list-style-type: none"> ○ Safe, caring and inclusive • The classroom environment is welcoming and respectful to all families and learners. • Gender inclusive materials and language are used. • Furniture and equipment are arranged to best support teaching and learning. It includes flexible options (i.e. standing desks, quiet areas, tables etc.) • Student seating plans are purposeful and inclusive. • Balanced approach to classroom design regarding level of stimulation (i.e clear from clutter, unnecessary visuals/resources) • Clearly established routines for: <ul style="list-style-type: none"> ○ Gaining students' attention ○ transitions(individual/group) ○ use of space and materials ○ classroom expectations ○ opportunities for regular movement • A visual schedule is available for all students. • The classroom routines and structures support students to build bonds as a "community of learners". • The expectations and values of the classroom teacher and other professionals in the classroom are aligned and well communicated. • Respect and pride for the classroom has been nurtured and students demonstrate this through their actions. • Classroom practices demonstrate value for the learning process over the product. 	<ul style="list-style-type: none"> • Support reflects principles of Trauma Informed Practice • All approaches to teaching and learning are holistic in nature, inclusive of social and emotional well-being. • Relationship is paramount: <ul style="list-style-type: none"> ○ Peer to peer ○ Adult to student ○ Adult to adult • Whole class system/common language is in place to support learning. • Strategic, intentional calming activities are incorporated into daily schedule to support students with self-regulation (i.e. yoga, mindful breathing, soft start). • Routines and systems are in place to help students with transitions. • Classroom culture nurtures compassion for each others' emotional needs. • Learners are given opportunities to express their emotions and have their needs met. • Classroom values and beliefs explicitly promote the Core Competencies: <ul style="list-style-type: none"> ○ Communication, ○ Thinking ○ Personal & Social 	<ul style="list-style-type: none"> • Literacy approaches promote the value/purpose of reading. • A balanced approach gives attention to both decoding and comprehension. • A balanced literacy program is in place that includes the following: <ul style="list-style-type: none"> ○ Phonological awareness ○ Phonics / Word work ○ Independent reading ○ Reading aloud ○ Writing / Representing ○ Speaking and listening ○ Oral language opportunities encourage development of vocabulary & acquiring background knowledge • Students read everyday • Literacy instruction is both universally designed and then differentiated. • Lessons included explicit teacher modelling of skills and strategies • Data from formative assessments is used to inform instruction, (i.e. NLPS and/or ALPIN) • A range of books are available to students, based on interest, topic studied, genre and level. • Learning intentions and criteria are used to support student learning. • Students are involved in the setting of their own learning goals and targets. This includes student self-assessment. 	<ul style="list-style-type: none"> • Numeracy approaches reflect everyday math in the real world. • A balanced numeracy program that promotes mathematical values and habits that help students connect, create, communicate, visualize, reason and solve everyday problems. • This includes explicit instruction of vocabulary, number sense and fluency. • Sequential approach to teaching and learning numeracy concepts: <ul style="list-style-type: none"> ○ Concrete to, ○ Pictorial to, ○ Abstract • Numeracy instruction is universally designed and then differentiated. • Formative assessments are used to inform instruction. • A range of tools and manipulatives are available and accessible for all students. • Learning intentions and criteria are used to support student learning. • Students are involved in the setting of their own learning goals and targets. This includes student self-assessment. 	<ul style="list-style-type: none"> • All approaches to behaviour instill dignity and respect. • Approaches to behaviour are preventative, educative and restorative. • Classroom behaviour expectations have been co-created, are consistent and understood by all students. • Positive behaviours are modelled, acknowledged and encouraged. • Classroom behaviour expectations are aligned with the school's code of conduct. • Assessment for learning practices are employed regarding behaviour expectations. • Parents/guardians are routinely involved in and understand the approaches to behaviour in their child's class. • When considering a student's behaviour, a holistic approach is taken to meet the needs: <ul style="list-style-type: none"> ○ physical ○ social / emotional ○ academic/learning

