

## *From Inspiring Teaching Comes Inspired Learning*

Tanglin Senior School teachers instil a love of learning in their students by teaching the very best that has been thought, written, and said in each academic domain from a diverse range of perspectives, cultures, beliefs, and values. They encourage young people to see the purpose of learning beyond examination grades whilst striving for constant improvement and marginal gains in student outcomes. Their teaching approaches are informed by valid educational research to ensure the best possible life chances beyond Tanglin for every student.

Tanglin Senior School students understand that learning is sometimes a difficult, complex process, but that challenge is something to be embraced and enjoyed. They understand how the learning process happens and employ learning habits and strategies to further their own learning independently. They have the confidence to take risks and make mistakes in their learning, recognising that this is a crucial aspect of the learning process. They know that learning is enhanced when they understand others' perspectives, cultures, beliefs, and values.

### Inspiring Teachers

Create a supportive and trusting environment where students feel able to take risks and make mistakes without fear or judgement. Ensure that students engage with others' views in a respectful and open-minded way, and plan learning opportunities which expose students to thoughts and ideas from a range of cultures and perspectives.

Model a passion and curiosity for learning and create opportunities for students to share their own curiosity and interests, fostering a deep and intrinsic love of learning. Provide challenge beyond the curriculum, giving students the opportunity to engage in academic enrichment to foster an even deeper love of learning.

Have high expectations and provide appropriate challenge, explicitly teaching students that learning does not happen if the level of challenge is too low or too high.

Have deep and fluent knowledge of the content they teach and sequence it in the best way possible for student learning. Anticipate student misconceptions and use appropriate strategies and explanations to clarify.

Activate hard thinking by gradually leading students to independence through scaffolding, structuring, explaining, questioning, interacting, and embedding. Judiciously and skilfully employ these teaching strategies at the right time.

Show students what learning looks like through modelling, worked examples, and co-construction. Explicitly teach effective strategies for learning, such as retrieval, spacing, and note-taking.

Always teach responsively, using MIGs and other student data to inform next steps in the classroom and each student's learning. Offer continual feedback for improvement, ensuring students understand their next steps in the learning journey.

Build a calm and purposeful working environment in the classroom to enable students to avoid distractions and focus. Teach students the best habits to support focus and time management when working independently.

Proactively teach students that academic integrity is an important aspect of learning, and that without authentic and individual hard thinking, real learning does not happen. Give students the tools to ensure academic integrity can be upheld.

### Inspired Learners

Embrace mistakes and see them as an opportunity to improve. Understand that uncertainty is an important part of learning and have the confidence and insight to explain what they have learnt from their mistakes. Recognise that all perspectives have validity and engage with others' ideas in a respectful and open-minded way.

Pursue interests independently beyond what is taught in school and see learning as something which brings intrinsic reward. Recognise that learning is about more than passing examinations and relish the opportunity to engage in learning beyond the curriculum.

Approach learning with a willingness to embrace challenge. Choose to be in their struggle zone rather than their comfort zone and know that learning should be "desirably difficult."

Understand that new knowledge is built upon prior knowledge (schema theory). Actively seek help if there are gaps in their schema due to missed work or misunderstandings.

Know that learning and remembering does not happen without hard thinking. Know and understand that "memory is the residue of thought" (Dan Willingham).

Know effective strategies for learning in different subjects and when to deploy them. Know that practice and repetition lead to automaticity. Understand how memory and the forgetting curve work.

Understand that feedback is essential for improvements in learning. Respond positively to and act upon feedback, seeking clarification if needed.

Know how to avoid distractions and create the best environment in which to focus. Know that without focus, learning is compromised. Understand that effective study habits and routines can be built with practice and effort.

Believe that academic integrity is important and that it is their personal moral responsibility to uphold it for themselves. Respect others' intellectual property and know what is and isn't acceptable practice in using it. Confidently use strategies and tools to uphold academic integrity standards.