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**	

Learning Environment	Social-Emotional	Literacy Practices	Numeracy Practices	Behaviour
- All classroom environment approaches build and ensure: - Dignity, purpose and options - All classroom environment approaches are: - 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: - 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.	- 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: - 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: - Communication, - Thinking - Personal & Social	- 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: - 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.	- 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: - 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.	- 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: - physical - social / emotional - academic/learning