Head Start!

The first three weeks of school are used for beginning of year assessments. In addition to this, nine targeted lessons in all Year Levels will be taught during this time period to focus on getting students ready for learning. Collectively, these lessons will be incorporated into a unit known as Head Start! Three lessons per week is the expectation, but some teachers may determine that more lessons are required based on the needs of their individual class.

Below are the learning objectives:

**HEAD START!**

1. **Celebrations! and Getting to Know You**

*Celebrating back to school for both newcomers and stayers, recognising that it is a time of change for everyone. Change involves a variety of feelings that can be both positive and negative.*

Essential Question: What has changed this year and how does this affect me?

LO: to understand that everyone has undergone some changes this year

LO: change can be exciting and challenging

LO: change involves a range of emotions

1. **Readiness for Learning**

*Students will enter classes with a varying degree of learning readiness. It is crucial to set a foundation for learning at the beginning of the year by explicitly teaching students how to learn. This could include routines, organisational skills, collaboration and interpersonal skills.*

Essential Question: How do I know that I am ready to be a learner?

Essential Question: How can I work in a group with others? (Collaboration)

LO: to explain and demonstrate good listening skills

LO: to use positive communication skills

LO: to understand and follow classroom routines

LO: to seek help when needed (i.e. 3 Before Me)

LO: to develop independent learning skills

1. **Growth vs Fixed Mindset**

*Students learn best when they are able to embrace challenge, accept and learn from mistakes and persevere.*

Essential Question: Why is it important to have a Growth Mindset?

LO: to distinguish between characteristics of a growth vs fixed mindset

LO: to build your brain muscle, you must challenge yourself

LO: to articulate that mistakes are an essential component of learning

LO: to understand that what I say to myself can affect my learning

LO: to understand that you can improve your skills through effort and persistence

1. **Conflict Management**

*Students learn best when they feel emotionally safe and can positively interact with their peers. This includes when conflicts arise.*

Essential Question: How can I manage conflict?

LO: to distinguish the difference between bullying and teasing

LO: to understand when it is important to report to a teacher

LO: to follow steps when a conflict arises (specifics TBA)

* *Year 1-3 High 5 Steps (Ignore, Talk Friendly, Walk Away, Talk Firmly, Report)*
* *Year 4-6 Kelso’s Choices \*YCIS Behaviour Policy?*

1. **Positive Peer Models**

*Student directed learning is often the most powerful. Teachers can facilitate this style of learning by providing opportunities for positive peer interaction. explicitly teaching students how to constructively critique with honesty and kindness.*

Essential Question: How can I be a positive peer model?

LO: to explain the characteristics of a healthy friendship

LO: define what makes a positive/successful classroom leader

LO: to constructively assess peer work with positive intent

Year Level: \_\_\_\_\_\_\_\_\_\_\_\_\_

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| Learning Objective  Please check if you are currently covering this objective at the beginning of the year in your level. | Comment  Describe the activities and resources that you use for the checked learning objectives.  Indicate where you need lesson/resource ideas. |
| **Celebrations!**   * Back to school! * Newcomers * ‘Stayers’ |  |
| **Readiness for Learning**   * Listening Skills * Group Participation and Collaboration * Communicating Ideas * Organisational Skills * Seeking Help * Taking responsibility for your learning |  |
| **Growth vs Fixed Mindset**   * Self-Talk * Making Mistakes * Risk Taking * Encouraging Others |  |
| **Conflict Management**   * Bullying vs Teasing * Tattling vs Reporting * Conflict Resolution Skills * *Year 1-3 High Five* * *Year 4-6 Kelso’s Choices* |  |
| **Positive Peer Models**   * What makes a good friend * Healthy friendships * Peer Assessing * Class representatives (speeches and voting) |  |