



Tikvah Education Australia TikvahSCHOLAR

Tikvah Education Australia works collaboratively with universities across Australia to provide immersed professional coaching for undergraduate and postgraduate students who are completing an education degree.

This university scholarship program will undergo ongoing review and refinement through primary research during its implementation.

The primary goals of this program are to:

- Enable graduate teachers to enter their careers with sound skills in implementing evidence-based practice.
- Enable graduate teachers to incorporate the National Literacy and Numeracy Learning Progressions with the National Curriculum (state syllabus).
- Provide primary and high school students with qualified teachers who successfully support them with achieving grade level against the Progressions and the National Curriculum (state syllabus).

Scholarship

\$5,000 per year

Probationary selection

Participants are selected upon completion of a 4-week probationary period where they are observed for their commitment to teacher professionalism and developing advanced practice.

Mission

Tikvah Education Australia will raise literacy and numeracy achievement in Australian public schools.

Vision

TikvahSCHOLAR and TikvahCLUB Professional will be avenues by which the mission is achieved by increasing teacher effectiveness in implementing the National Literacy and Numeracy Learning Progressions (version 3 or its successor) ACARA, using evidence-based teaching practice for improved student outcomes consistent with grade level curriculum content.

Immersed Learning:

Tikvah's philosophy of education is that immersion is the best form of education. It is therefore a requirement of the program that it is implemented using immersed learning strategies. For professional learning, this includes:

- Collaborative online learning
- Collaborative face-to-face conferences
- Collaborative on-the-job practice
- Evidence of applied practice
- Evidence of improved student outcomes

Scholarship participants are required to engage in 4 hours of immersed professional learning per week during school semesters with Tikvah students in addition to professional learning conferences and e-conferences. Additionally, where selected, participants can voluntarily participate in professional learning opportunities on School of Wanderers local, interstate & international excursions at the participants expense.

Graduation

The TikvahSCHOLAR program can be completed over one or more years until the participant has demonstrated graduate level skills to be awarded a graduate certificate.

TikvahSCHOLAR graduates participate in extensive and intensive professional learning. Upon graduation of the TikvahSCHOLAR program, graduates are permitted to independently teach HoTLaNe Academy students, even if they have not yet graduated from university. Pre-service teachers are otherwise not permitted to independently teach HoTLaNe Academy students, as it is a requirement that teachers are qualified to teach Academy students.

Outcome 1:

TikvahSCHOLAR graduates demonstrate applied practice with evidence of improved student outcomes measured by the graduate using Tikvah assessment and reporting methodology for consistent teacher judgment.

Outcome 2:

Graduates demonstrate a thorough understanding of evidence-based practice and the ability to implement it effectively, evidenced by improved student outcomes at the level of 'substantial growth', which is determined by a student being significantly behind grade level according to HoTLaNe eligibility requirements and having caught up to grade level, or has demonstrated improvement which is more than two years growth. This is to be demonstrated for both literacy and numeracy.

Evidence-based practice includes the following:

- Systematic synthetic phonics for 'learning to read' and spell consistent with the scope and sequence of the National Literacy and Numeracy Learning Progressions version 3, or its successor (ACARA).
- TikvahREAD (based on Close Read) for 'reading to learn'.

- Goal-orientated assessment, reporting and teaching consistent with the scope and sequence of the national goals for literacy and numeracy (ACARA) and Tikvah's 'best practice' methodology.
- Timely, data-informed practice using Tikvah's assessment and reporting methodology (weekly).
- Explicit teaching, such as, 'I do, you do'.

Outcome 3:

Graduates thoroughly understand how to plan teaching and learning programs according to Tikvah's methodology, which is consistent with the scope and sequence of the National Literacy and Numeracy Learning Progressions. Graduates can align Progression skills with the outcomes of the National Curriculum and thoroughly understand the students position according to grade level. E.g., the student is in grade 6 but is demonstrating grade 2 level skills for 'Creating Texts'.

Outcome 4:

Graduates know how to effectively use teaching resources that are consistent with the scope and sequence of the Progressions. Graduates can select and effectively justify how a resource is not consistent with the scope and sequence of the Progressions and how this impacts on the use of the Progressions for assessment and reporting.

Outcome 5:

Graduates thoroughly understand the difference between 'learning to read' and 'reading to learn' and can progress students through these developmental stages from decodable texts to highly complex texts according to text complexity descriptions and the sequence of skills outlined in the Progressions.

Outcome 6:

Graduates can demonstrate through their reporting and students independent work samples that their practice has resulted in students independently writing beyond their immediate world, including subject-specific vocabulary related to national or international contexts. Graduates have a sound understanding of how to use TikvahREAD to achieve this, as well as students personal travel experiences, such as through the School of Wanderers. Graduates can devise strategies for having students think beyond their immediate world in circumstances where the student has not been beyond their immediate world.

Outcome 7: Optional

Graduates have successfully completed training in one or more of the following and have demonstrated applied practice with evidence through Tikvah assessment and reporting methodology that shows improved FEDC's and improved student outcomes in literacy and/or numeracy as a result of the practice:

- DIRFloortime ® DIR201 <https://www.icdl.com/home>
- DIRFloortime ® DIR202 <https://www.icdl.com/home>
- DIRFloortime ® DIR203 <https://www.icdl.com/home>

- DIRFloortime ® DIR204 <https://www.icdl.com/home>

AITSL Standards

Participants of TikvahSCHOLAR work towards achieving teacher standards at the level of proficient teacher accreditation. Participants may therefore be sponsored for several years until they demonstrate skills at the level of a TikvahSCHOLAR graduate. Participants are selected on merit for each successive year of sponsorship based on improved professional practice and a commitment to teacher professionalism. Sponsorship cannot exceed 4 years and must be consecutive years of practice.

The following standards below are the core standards for TikvahSCHOLAR participants. Achievement of these three core standards also encompasses the following:

- Standard 1: know students and how they learn.
- Standard 4: create and maintain supportive and safe learning environments.
- Standard 6: engage in professional learning.
- Standard 7: engage professionally with colleagues, parents/carers and the community.

AITSL Standard 2

Know the content and how to teach it.

- Organise content into coherent, well-sequenced learning and teaching programs according to knowledge of the National Literacy & Numeracy Learning Progressions (ACARA) version 3.
- Apply knowledge and understanding of effective teaching strategies to support students literacy and numeracy achievement.
- Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements:
 - A-E grades in English & Mathematics. How the Progressions link to the Curriculum/Syllabus and how effective literacy & numeracy instruction directly impacts A-E grades.

Examples:

- beginning with whole number and progressing to fractions, decimals and percentages.
- beginning with devising ideas related to immediate world experiences to devising ideas related to the broader world (including national and international) world, which requires advanced vocabulary.
- beginning with simple sentence grammar and punctuation and progressing to complex sentence grammar and punctuation.
- beginning with learning to read using systematic synthetic phonics and progressing to reading to learn using the TikvahREAD strategy, and how this sequence aligns with the Progressions and text complexities.

Standard 3:

plan for and implement effective teaching and learning.

- Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.

- Select and use relevant teaching strategies to develop literacy and numeracy skills and content knowledge consistent with the Australian Curriculum.
- Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.

Examples:

- Systematic synthetic phonics for 'learning to read' and spell.
- TikvahREAD (based on Close Read) for 'reading to learn'.
- Goal-orientated assessment, reporting and teaching consistent with the scope and sequence of the national goals for literacy and numeracy.
- Timely, data-informed practice (weekly).
- Effective play-based learning practices (DIRFloortime®)

AITSL Standard 5

Assess, Provide Feedback and Report on Student Learning.

- Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.
- Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.
- Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.

Examples:

- Effectively use Tikvah's assessment methodology for obtaining accurate assessment data.
- Effectively use Tikvah's reporting methodology, including determining how work samples are aligned with the skills set out in the Progressions.
- Effectively use Tikvah's goal setting methodology that informs personalised teaching and learning programs for the term.
- Thoroughly know Tikvah's eligibility requirements and how to identify and report on a student for enrolment in the HoTLaNe Academy.

TikvahSCHOLAR Success Markers

The program is determined to be successful when we observe the following:

- Participants demonstrate improved grades at university, e.g., from a credit average to a distinction average.
- Participants are gaining 'Targeted Graduate' status post university graduation.
- Participants are landing permanent positions within 12 months of graduation.
- Participants are entering their careers with confidence in their ability to teach, evidenced by participant feedback.
- Participants are effectively applying Tikvah methodology to their practice in schools, evidenced by improved student outcomes in literacy and numeracy.
- Participants meet the needs of students who experience significant academic disadvantage by incorporating one-on-one instructional practices using Tikvah methodology during their classroom routines.
- Participants apply the National Literacy and Numeracy Learning Progressions (ACARA) to the National Curriculum (ACARA) (state syllabus), including:

- Participants are demonstrating sound knowledge of students position against the Progressions and are planning teaching and learning consistent with that assessment data across key learning areas.
- Their students are independently writing beyond immediate world experiences using subject-specific vocabulary.
- Their students incorporate numerical skills and vocabulary relevant to the subject when creating texts consistent with the students position in the numeracy progressions.
- Their students produce written and spoken texts that demonstrate increasingly higher levels of text complexity relevant to the subject.

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School of Wanderers – Interstate & international travel for families
HoTLaNe Academy – Intensive, compressed tuition program
TikvahSCHOLAR – Professional coaching for pre-service teachers
TikvahCLUB – Tutoring, biblical instruction & professional coaching

National Literacy and Numeracy Learning Progressions (ACARA) Version 3 & Australian Curriculum

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Australian Institute for Teaching and School Leadership. (n.d.). *Australian professional standards for teachers*. <https://www.aitsl.edu.au/standards>