



TEACHING AND LEARNING POLICY

Purpose:

The purpose of teaching and learning practices is to improve the quality of learning for all students in an environment which supports learning within classrooms and the wider school community.

The school aims to provide each student with a range of learning experiences which will:

- a. develop knowledge and the application of their learning to new situations;
- b. allow all students to experience success in learning;
- c. develop competencies and skills;
- d. develop students self -esteem, confidence and independence
- e. assist in the further development of our School Values of Respect for Self, Others, Learning and the School Environment.

Guidelines:

A. Across the School

1. The resources of the school will be directed toward improving the quality of learning for all students. Appropriate environments and facilities will be provided.
2. Ongoing teacher professional development will be encouraged and be related to personal development and improved teaching and learning practices.
3. Information on student learning styles and student thinking processes will be provided as well as curriculum content. The school will provide opportunities for teachers to work and plan together. Timetabling and release arrangements will provide opportunities for teachers to work cooperatively in a variety of ways.
4. All staff will have shared access to the Victorian Curriculum, teaching methods, Objective Testing Schedule and Integrated Unit cycles via the school Sentral management system.
5. The school will ensure that there are opportunities for ongoing, regular discussions and reporting between school and home on student learning and achievement eg. Communication Diaries, Dojo and Sentral. Parents will be encouraged to support their child's learning. Support programs to assist parents in understanding their children and their learning will be provided eg. Information nights and 3 Way Conferences.
6. Strategies which provide teachers with feedback on their teaching will follow the guidelines as to the Victorian Government Schools Agreement and school performance and development procedures. Teachers will receive feedback via strategies such as peer observation and The Professional Learning Communities program (PLC).
7. Pleasant, safe surroundings with up to date facilities and resources for learning will be provided for staff and students.
8. Appropriate behaviour expected and accepted at any time will be clearly identified.

9. Interpersonal communication between teachers and students will be firm, fair and supportive at all times.
10. Where appropriate, grouping of children by criteria other than simply by age will be considered.
11. Appropriate student support and intervention services will be provided from within and beyond the school where needed.

B. Within the Classroom

1. The grouping and physical arrangements of students within a classroom will vary according to the kind of learning activity taking place, along with the needs of the students. Timetabling will be flexible and responsive to different arrangements for a range of activities.
2. The amount of class time in which students are productively engaged in learning will be maximised.
3. A supportive and productive classroom learning environment that promotes students' self-confidence and willingness to take risks with their learning will be created. Structured support, recognition of effort and the building of positive relationships with students will be expected and promoted.
4. The learning environment will promote independence, interdependence and self-motivation. Teachers will encourage students to take responsibility for their learning, employing teaching strategies that build skills required for productive collaboration.
5. Students' needs, backgrounds, perspectives and interests will be reflected in the learning program. Teaching strategies will be flexible and responsive to the values, needs and interests of individual students, utilising a range of teaching strategies that support different ways of thinking and learning. Teachers will build upon students' prior experiences, knowledge and skills and capitalise on students' experience of a technology rich world.
6. Students will be challenged and supported to develop deep levels of thinking and application, make connections between ideas, develop investigating and problem solving skills and habits of questioning and reflection. Quality of learning with high expectations of achievement will be emphasised. Teachers will employ strategies that foster imagination and creativity.
7. Assessment practices will be an integral part of teaching and learning. Assessment practices will reflect the full range of learning program objectives. Students will regularly receive constructive feedback that supports further learning. Teachers will make assessment criteria explicit and use evidence from assessment to inform planning and teaching. Assessment practices will encourage reflection and self-assessment.
8. Classroom learning will connect strongly with local and broader communities and practice beyond the classroom, engaging students with contemporary knowledge and practice. Teachers will use technologies in ways that will prepare students for future learning.
9. Students will be involved in the assessment process through self assessment, goal setting, peer reflections, rubrics and 3Way Conferences.

Evaluation:

1. *This policy will be the subject of review through the established policy/program review processes of the school.*
2. *Parent response to information evenings.*
3. *Responses received from the Staff/Parent Opinion Surveys.*
4. *Informal feedback.*