

Teaching and Learning Policy

Rationale

The Teaching and Learning Policy supports students to achieve personal excellence and apply their knowledge beyond the classroom in new and diverse situations. Capable, creative, curious and connected students who embrace their futures as life-long learners. A secure, caring and stimulating environment will be provided to allow students to grow and mature emotionally, intellectually, physically and socially. Students will be actively engaged through a range of positive and challenging learning experiences that allow for and encourage the development of the whole child. Enrichment and extension opportunities will be provided to students to support the achievement of personal learning goals and personal excellence. Extension and enrichment opportunities will be made available to students in many curriculum and extra-curricular areas.

1. Guidelines

- 1.1. To further develop student's learning outcomes, thinking skills and personal learning by providing, promoting and supporting a range of extension and enrichment opportunities
- 1.2. To provide an individualised and child centred approach to teaching and learning
- 1.3. To encourage students to approach their learning and future with optimism, confidence and an ability to make informed decisions.

2. Implementation

- 2.1 Develop the curriculum using the National Curriculum, AusVELS
- 2.2 Plan together in teams in order to provide a consistent, sequential curriculum which is differentiated to meet the needs of individual students
- 2.3 Ensure that teaching practices reflect the belief that an innovative and differentiated curriculum is essential to cater for the individual needs of the students and that learning how to learn is paramount for successful life-long learning
- 2.4 Provide learning opportunities which are engaging, open-ended, cater for the diverse needs and different learning styles of all students and will develop thinking skills through inquiry based learning
- 2.5 Ensure students utilise eLearning, multimedia, and information communication technologies as a tool for organization, communication, research, and problem solving, to thrive in an information rich future
- 2.6 Provide a learning environment that is dynamic, safe, equitable and invites a sharing of ideas
- 2.7 Provide a learning environment with academic rigour and high expectations for all learners which is supportive, challenging and productive and encourages risk taking
- 2.8 Create a learning environment where students feel comfortable to investigate, inquire and express themselves

- 2.9 Provide a learning environment that promotes independence, interdependence and self-motivation
- 2.10 Encourage students' to use their natural curiosity to direct their learning
- 2.11 Ensure students' needs, backgrounds, perspectives and interests are reflected in the learning program
- 2.12 Value each student and build positive relationships with them
- 2.13 Involve students in the decision making process within the classroom in relation to what and how they learn and encourage them to take responsibility for their learning
- 2.14 Foster intrinsic motivation and a passion for learning which relates to real life experiences
- 2.15 Provide a variety of teaching strategies to accommodate the range of abilities and interests, and to encourage diversity and autonomy
- 2.16 Demonstrate a commitment toward building professional knowledge and teaching practice
- 2.17 Model and provide classroom strategies based on cooperation, mutual respect and support
- 2.18 Explicitly teach social competencies, including self-esteem, resilience, team building and life skills so that students learn to collaborate, negotiate and contribute to group work and experience the sharing of roles, responsibilities and ownership
- 2.19 Undertake a range of ongoing assessment strategies and rich assessment tasks to inform, monitor and respond to students' different learning needs, social needs and cultural perspective
- 2.20 Provide explicit feedback to support students' further learning and encourage them to monitor their own learning
- 2.21 Develop Individual Education Plans as required with students identifying targets and achievement goals that reflect the curriculum and the individual student's need
- 2.22 Inform parents of their child's progress and invite parents to be active participants in their child's learning.

3. Evaluation

- 3.1 The Education Sub Committee and Weeden Heights staff will review the effectiveness of the school's Teaching and Learning Policy on a cyclical basis in accordance with DET guidelines.