

# Teaching and Learning Policy



## Help for non-English speakers

If you need help to understand the information in this policy, please contact the school on 9802 0663 for support.

## Purpose

The Teaching and Learning Policy supports students to achieve personal excellence and apply their knowledge beyond the classroom in new and diverse situations. We aim to foster 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. Enrichment and extension opportunities will be provided to students in many curriculum and extra-curricular areas to support the achievement of learning goals and personal excellence.

## Guidelines

- To further develop student's learning outcomes, thinking skills and personal learning by providing, promoting and supporting a range of extension and enrichment opportunities
- To provide an individualised and child-centered approach to teaching and learning
- To encourage students to approach their learning and future with optimism, confidence and an ability to make informed decisions
- To implement a curriculum that ensures our students are highly literate and numerate, critical thinkers and problem solvers
- To ensure that our students develop a positive sense of self-worth, confidence and wellbeing through a focus on the school values
- For our students to be active citizens who are globally aware, who understand, value and care for the environment and society we live in, and embrace the cultural diversity that makes up Australia.

## Implementation

### *Curriculum:*

- Develop the curriculum using the Victorian Curriculum guidelines
- Plan together in teams in order to provide a consistent, sequential curriculum which is differentiated to meet the needs of individual students

### *Planning and Practices:*

- 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
- 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
- Ensure students utilise eLearning, multimedia, and information communication technologies as a tool for organisation, communication, research, and problem solving, to thrive in an information rich future
- Provide a learning environment that is dynamic, safe, equitable and invites a sharing of ideas
- Provide a learning environment with academic rigour and high expectations for all learners which is supportive, challenging and productive and encourages risk taking
- Create a learning environment where students feel comfortable to investigate, inquire and express themselves
- Provide a learning environment that promotes independence, interdependence and self-motivation
- Encourage students' to use their natural curiosity to direct their learning
- Ensure students' needs, backgrounds, perspectives and interests are reflected in the learning program
- Foster intrinsic motivation and a passion for learning which relates to real life experiences
- 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
- 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.

### *Engagement and Wellbeing:*

- Value each student and build positive relationships with them
- Promote self-esteem, success and a commitment through the provision of problem solving and risk taking experiences
- Provide learning opportunities which are engaging, open-ended, cater for the diverse needs and different learning styles of all students
- Provide a learning environment with academic rigour and high expectations for all learners which is supportive, challenging and productive and encourages risk taking
- Model and provide classroom strategies based on cooperation, mutual respect and support
- Involve students, when possible, 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
- Provide explicit feedback to support students' further learning and encourage them to monitor their own learning

- Develop Individual Education Plans as required with students, identifying targets and achievement goals that reflect the curriculum and the individual student's need
- Provide a variety of teaching strategies to accommodate the range of abilities and interests, and to encourage diversity and autonomy
- Leadership opportunities are provided for students so that they play a major role in the school.

*Resources and Professional Learning:*

- Demonstrate a commitment toward building professional knowledge and teaching practice
- Have access to resources and professional learning opportunities to ensure they have the knowledge, skills and ability to deliver on the policy
- Coaching and mentoring are used as improvement tools for both staff and students
- Inform parents of their child's progress and invite parents to be active participants in their child's learning.

**Resources:**

This policy is underpinned by the :

- Assessment and Reporting Policy
- Teaching and Learning Policy
- Values and School Philosophy Policy
- English Policy
- Mathematics Policy

**Evaluation**

The Education Sub Committee and Weeden Heights PS staff will review the effectiveness of the school's Teaching and Learning Policy on a cyclical basis in accordance with Department of Education (DE) guidelines.

**Policy Review and Approval**

Policy last reviewed	2023
Consultation	Principal Staff Education Sub Committee and School Council Newsletter item to the school community
Approved by	School Council
Next scheduled review date	2027  <i>Mandatory review cycle for this policy is 3 - 4 years.</i>