

TEACHING AND LEARNING POLICY

RATIONALE

Learning is the process of gaining knowledge, understandings, skills and values that lead to change in the individual, enabling him/her to apply their knowledge to new contexts and make informed choices. Teaching involves the establishment of positive relationships, in an environment that is rigorous, stimulating, interesting and safe, allowing for high levels of learning to take place. We also believe that an effective partnership between home and school is an essential component of our learning community.

PURPOSE

- Encourage a love of learning and life-long learning.
- Consistent pedagogical approaches are utilized by all members of the teaching team.
- All students are provided with a comprehensive and rigorous curriculum program which is differentiated to cater for the academic needs of each individual.
- Optimum teaching and learning occurs in all levels of the school across all learning areas.
- Safe, nurturing and engaging learning environment which is inclusive of all.
- The expertise of all members of the staff is effectively utilized and developed through professional learning.
- Work in partnership with the community to provide the best possible outcomes for students.

GUIDELINES

Lucknow teachers demonstrate commitment to:

- providing a happy and secure environment where everyone is valued.
- building on children's previous knowledge and experience.
- catering for individual differences thereby maximising opportunities for all students to learn at a high level.
- encouraging the development of self-esteem and confidence.
- encouraging children to become risk takers.
- challenging children to reach their maximum potential by setting achievable goals with the child.
- employing a variety of teaching approaches and strategies.
- encouraging children to be actively involved in the learning process.
- providing children with positive and constructive feedback.
- ensuring that all learning is purposeful and meets the needs of all children.
- emphasising learning enjoyment and a sense of fun.
- encouraging children to learn from and model their behaviour on positive role models.
- being involved in ongoing professional development to reflect the school's goals and priorities and their personal needs.
- encouraging creativity and risk taking, by being risk takers themselves.
- maximising learning opportunities by involving the whole school community.
- promoting the concept of life-long learning.

It is important for the community to feel confidence, pride and involvement in the school. Interaction between the school and the community should be a genuine partnership based on collaborative teamwork. The community should be encouraged and welcomed to:

- provide access to local resources that will enhance learning experiences.
- participate in classroom programs.

- share responsibilities in supporting children in their learning.
- support school goals and priorities.
- participate as learners in parent information sessions.
- keep open the lines of communication between home and school, e.g. reading the newsletter and responding to surveys, as well as establishing any other necessary lines of communication e.g. use of communication books.

IMPLEMENTATION

There are three stages in the implementation of Learning and Teaching – planning, delivery and assessment.

Planning

Curriculum planning will occur through Professional Learning Teams to encompass the following:

- the principles of an inclusive and integrated curriculum based on explicit teaching of essential learnings and inquiry learning.
- a focus on “in-depth” teaching.
- a balanced and sequential program.
- programs based on the school’s Scope and Sequence documents, Victorian Curriculum, DEECD and VCAA documentation.
- children’s skills and knowledge according to their stage of development and assessment data.
- catering for individual learning styles.
- current trends and practices related to professional development experiences e.g. PLC, 6 + 1 Writing Traits.

Delivery

Curriculum delivery should:

- employ explicit teaching of essential learnings, especially in Literacy and Numeracy.
- cater for different learning styles and individual needs.
- incorporate varying teaching approaches e.g. individual, partner, group and class.
- encourage risk taking.
- include open ended tasks.
- involve the teaching of problem solving techniques.
- provide learning experiences which relate to ‘real-life’ situations.
- encourage cooperative, collaborative and group work and cross age tutoring.
- include extension/intervention programs where appropriate.
- include the use of Learning Technologies as a learning tool in all curriculum areas.
- acknowledge the importance of positive teacher and peer modelling.
- include the use of parental assistance as a valuable resource where appropriate.

Assessment

Assessment needs to:

- be part of every learning program.
- establish individual students current point of need to ensure that individual differences are catered for.
- be diagnostic to ascertain student needs.
- track children’s progress.
- evaluate teaching programs.
- provide a basis for future program planning.
- inform teachers so that constructive feedback may be given to students and parents/guardians.
- incorporate student self assessment.
- incorporate ongoing and regular reflection by teachers and children.

- incorporate multiple ways of feedback including student-student, teacher-student and student-teacher.

REVIEW

This policy was updated in May 2018 and is scheduled for review in 2021.