Teaching & Learning Policy

RATIONALE
The knowledge and skills that students learn during their school years equip them for the future and assist them in becoming happy and successful adults. It is necessary that a comprehensive curriculum is provided that allows the opportunity for all students to achieve success and to be engaged in learning. It is also vital that students take responsibility for their learning and are reflecting on their development.

AIM
- To develop whole school values about teaching and learning and a common and consistent delivery of agreed teaching practices while still allowing flexibility for innovation
- To provide a supportive and productive environment promoting independence, interdependence and self-motivation.
- To implement a variety of strategies to cater for differing abilities and learning styles.
- To implement a range of learning opportunities that reflects students’ needs and interests.

IMPLEMENTATION
- Provide a range of Professional Development opportunities that link directly to the Strategic Plan and Annual Implementation Plan and priority of Teaching and Learning
- Allocate time in team and staff meetings to discuss and share best practice across staff and students in a team; working toward the Professional Learning Team model
- Identify students with specific social, emotional and learning needs and prepare individual learning/behaviour management plans, along with implementation guidelines and regular follow ups that are regularly discussed with parents
- Implement a whole school thinking curriculum approach, which includes the use of visual organisers to assist the focus of thinking, planning and organisation
- Teachers will provide a specific learning focus for each lesson and the students will have access to success criteria provided to ensure they know what ‘best practice’ looks like.
- Ensure Assessment practices reflect the full range of the learning program, is explicit, is criteria driven, encourages reflection and uses evidence to inform planning and teaching and caters for assessment as, of and for learning.
- Incorporate the use of various information technologies across the curriculum
- Each child will have individual SMART (specific, measurable, attainable, realistic and timely) goals for literacy, numeracy – these goals are worked on by the teacher with the child. Goals, once achieved, should be reset to ensure success and focus

REVIEW
- The policy and program will be evaluated on an ongoing basis using the Victorian Essential Learning Standards as a guide
- Collection and analysis of student performance against previous results of the individual child
- VELS level results, state-wide benchmarks using NAPLAN results
- Attendance by staff at Professional Development
- Student self evaluation
- Student and parent opinion surveys
- Individual teacher reflection via PoLT and E5
- Student results, especially in literacy and numeracy

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