

TEACHING and LEARNING Policy

Rationale:

At St Kilda Park Primary School we believe that all students and teachers have the right and capacity to work to their full potential. We also believe that an effective partnership between home and school is an essential component of our learning community.

We believe that learning in the curriculum areas of Discipline-based Learning; Interdisciplinary Learning; and Physical, Personal and Social Learning provide students with knowledge, skills and behaviours to achieve a degree of autonomy in developing and maintaining life-long learning.

All Discipline-based subjects incorporate, as appropriate, Interdisciplinary Learning and Physical, Personal and Social Learning. Physical Education is treated as a Discipline-based subject at St Kilda Park Primary School (see Teaching and Learning Scope).

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 stimulating, interesting and safe, allowing for effective learning to take place.

There is no single recipe for improving teaching and learning in our schools.

However, this policy outlines some of the key elements which are essential to raising standards in teaching and learning. It also sets out a broad structure for lessons, based on best practice and research linked to how we best learn.

When reading this policy it is important to remember that adopting a broad template for structuring lessons does not preclude: SPONTANEITY, CREATIVITY, IMAGINATION, and INDIVIDUALITY!

Aims:

By adopting a whole school approach to teaching and learning across our school, we aim:

1. to provide consistency of teaching and learning across the school
2. to enable teachers to teach as effectively as possible
3. to enable students to learn as efficiently as possible
4. to give students the skills they require to become effective lifelong learners
5. to provide an inclusive education for all students
6. to learn from each other, through the adoption of a collaborative, enquiry based approach to teaching
7. learning, where good practice is shared
8. to reflect relevance to current research and/or best practice.

Implementation:

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

1. Planning

Curriculum planning will occur through weekly and termly team planning to encompass the following:

1. the principles of an inclusive and integrated curriculum based on the inquiry approach
2. a balanced and sequential program
3. programs based on the school's Scope and Sequence charts and other school and Department of Education and Early Childhood (DEECD) requirements
4. students' skills and knowledge according to their stage of development
5. catering for difference
6. current trends and practices related to professional development experiences.

2. Delivery

Curriculum delivery should:

1. cater for different learning styles and individual needs
2. employ a variety of teaching approaches e.g. individual, partner, group and class
3. encourage risk taking
4. include open ended tasks
5. involve the teaching of problem solving techniques
6. provide learning experiences which relate to 'real-life' situations
7. encourage cooperative, collaborative and random group work
8. include extension/intervention programs where appropriate
9. include the use of Information and Communication Technologies as a learning tool in all curriculum areas
10. acknowledge the importance of positive teacher and peer modelling
11. include the use of parental assistance as a valuable resource where appropriate.

3. Assessment

Assessment needs to:

1. be part of the learning program wherever possible
2. be in line with the school's Assessment Schedule
3. establish where students are in their learning to ensure that individual differences are catered for in the planning phase and through the development of Individual Education Plans
4. be diagnostic to ascertain student needs
5. evaluate students' progress according to the guidelines in the Assessment and Reporting policy
6. evaluate teaching programs
7. provide a basis for future program planning
8. inform teachers so that constructive feedback may be given to students and parents/guardians
9. incorporate student self assessment
10. incorporate ongoing and regular reflection by teachers and students
11. meet DEECD guidelines.

Evaluation:

Evaluation of the effectiveness of the Teaching and Learning program will be ongoing and involve input from the whole school community. The basis of this evaluation will include documentation such as:

1. Annual Reports
2. Strategic Reviews
3. monitoring of Strategic Plan goals
4. students' self-assessment
5. Student Attitudes to School Survey results
6. published units of work
7. reviews of programs and program budgets
8. mandatory DEECD testing
9. Performance and Development Review.

The implementation of this policy will be reviewed annually by staff .

This policy will be reviewed as part of the school's three-year review cycle.

This policy was last ratified by School Council in....

October, 2014