Learning and Teaching Policy

1.00   RATIONALE:

At Noble Park Primary School we are working together to develop whole school understandings about teaching and learning, based on research and current practice, as well as providing common and consistent delivery of agreed student centred teaching practices. We encourage flexibility and innovation in teaching to engage and challenge all students with the goal of developing lifelong learners who take responsibility for and reflect upon their own learning. Noble Park Primary School provides a personalised learning experience for each student based on individual ability, interests, social and emotional needs, allowing all students to achieve success. The specific needs of English as an Additional Language students are identified and supported. We are preparing students to be literate and numerate to support them in becoming local and global citizens who are able to function in a technologically rich world.

2.00   AIM:
To create successful and independent learners through:

2.1   Teachers having a deep understanding of how each student learns, developed through building strong relationships and acknowledging the specific needs of EAL students

2.2   The strategic use of data to develop student centred teaching and learning experiences, and to inform students and parents of progress

2.3   Giving students a voice and ownership of their learning

2.4   Providing teaching and learning programs that are student centred and personalised

2.5   Teachers having high expectations of their students and scaffold learning to support students to achieve their best

2.6   Providing a supportive, safe and productive environment promoting independence, interdependence and self-motivation

2.7   Implementing a variety of strategies to cater for differing abilities and learning styles, including Habits of Mind and open ended tasks to challenge students' understandings and thinking skills

2.8   Developing and delivering learning experiences that challenge engage and reflect individual students' needs and interests, including EAL students and those receiving PSD funding.

2.9   Developing and integrating student learning programs so that Numeracy and Literacy skills are improved though authentic tasks linked to other areas of the curriculum

2.10   Teachers setting high expectations of all students, supporting them in achieving their best and   challenging their individual potential

2.11   Enabling students to take ownership of and manage their own learning

2.12   Developing students' confidence and ability to articulate all aspects of their learning, including   tasks, actions and thinking

2.13   Working in homerooms that are characterised as learning communities, where teachers and   students can be facilitators, learners, mentors and guides

3.00 IMPLEMENTATION:

The procedures and approaches used to achieve the aims of the policy include:

3.1 Implementing the Developmental Curriculum

3.2 Building a whole school understanding of team teaching and using flexible learning spaces

3.3 Scheduling regular team planning with a focus on teaching and learning; moderating, developing common assessment tasks and responding to students individual learning needs and goals

3.4 Allocating time in team and staff meetings to discuss and share best practice, reflect on data and to plan across teaching levels, according to the needs of each student

3.5 Ongoing monitoring of students' learning to determine strategies for further improvement and growth

3.6 Identifying students with specific social, emotional and learning needs, such as PSD students and preparing individual learning/behaviour management plans, to support, challenge and extend students

3.7 Building on and extending Early Years, Middle Years and EAL strategies

3.8 Implementing a whole school thinking curriculum approach

3.9 Ensuring assessment practices reflect the full range of the learning program, is explicit, is criteria driven, encourages reflection and uses data to inform planning and teaching

3.10 Incorporating the use of information technologies across the curriculum

3.11 Regular discussion and reflection on the learning needs and goals of each student on an individual level

3.12 Using a range of data sets to analyse and assess student progress, measure program effectiveness and as a starting point for future planning

3.13 Ensuring literacy development underpins all areas of the curriculum to cater for the ESL needs of the students

3.14 Staff working collaboratively in teams to provide a breadth of expertise and adult role models

3.15 Providing a range of Professional Development opportunities that link directly to the Annual Implementation Plan

3.16 Engaging the broader community in opportunities to participate in the education of Noble Park PS students

4.0 REVIEW:

The policy and program will be evaluated on an ongoing basis. Methods to be used to evaluate the Teaching and Learning Policy include:

4.1 The collection and analysis of student performance against previous results of the individual student using tasks identified in the Assessment Schedule and NAPLAN

4.2 Teacher judgments will be based on a range of evidence and will correlate with State and National Testing results

4.3 Attendance by staff at Professional Development

4.4 Student self-evaluation

4.5 Student surveys

4.6 Dialogue with parents

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