

Teaching and Learning Policy

Monmia Primary School



MONMIA PRIMARY SCHOOL

- Learn and Achieve -

This policy was last ratified by School Council in: September 2014

School Council President: Mary Papaioannou

Rationale	<p>The teaching and learning process is critical in providing the guidance and direction in reference to what needs to be taught and understood by students. This process should complement and reinforce what students know and what they are capable of and the provide information about what needs to happen for their future learning and development.</p>
Aim	<p>The aim of this policy is to:</p> <ul style="list-style-type: none">● Provide a supportive and productive learning environment where students and staff members are engaged in quality learning opportunities and experiences● Deliver structured routines that allow for reflective practices and feedback to be given and acted upon● Recognise that all students have different abilities and structures are put into place that acknowledge the effort each student puts into their work● Improve student learning by accurately determining areas of future need, as well as areas of current exemplary performance● Ensure that all areas of the curriculum are being delivered to a standard which reflects the its goal and beliefs
Implementation	<p>All teachers will:</p> <ul style="list-style-type: none">● provide an orderly and supportive learning environment where students can develop their existing skills and knowledge, foster a positive attitude and promotes risk taking ensuring celebration of success and achievements are included● ensure that teaching and learning programs reflect the interest and capabilities of all the students and provides a range of experiences in order for them to consolidate and extend their knowledge and understanding of a particular curriculum area● develop and refine Power Standards which outline expected levels of achievement aligned to Australian/AusVELS Curriculum● ensure that planned units of work cater for students' different learning abilities and styles● use Learning Intentions and Success Criteria developed with the students which clearly outline the expectations of lessons and what needs to be learnt● cater for individual student learning needs by providing meaningful and appropriate feedback and the development of goals through conferencing and whole class reflection time● seek students' input about what they are unsure about and to where their future learning needs to be directed● implement programs using the Gradual Release of Responsibility model, modelling explicitly to students, supporting and working with students and then allowing opportunities for independent application of skills and concepts

- plan and teach collaboratively with a consistent approach, ensuring that there are protected time slots for the deliverance of the English and Mathematics programs
- utilise and benefit from the observations, guidance and feedback provided by the school based coaches
- provide opportunities for students to work independently and collaboratively with others when learning and applying different processes and phases of problem solving, ensuring that quality time is planned for
- provide a wide range of materials, equipment and learning technologies to assist in the delivery of English, Mathematics, Science, Languages, Health and Physical Education as outlined in Australian /AusVELS Curriculum
- participate in the whole school approach and commitment to What I Need(WIN) time
- have the opportunity to be involved in co-teaching and peer observation practices which will allow teachers to build upon their professional learning and to provide additional time and support to all students
- be involved in collaborative teaching and learning experiences
- participate in continuous professional learning opportunities through collaborative planning, staff Professional Learning forums and peer observation opportunities, reinforcing the school priorities as outlined in the Annual Implementation Plan and in the School Strategic Plan

Evaluation

This policy will be reviewed as part of the School Council cyclic review or earlier if required.

Review

2018