



ST MICHAEL'S SCHOOL

Our Community – Learning Together, Caring Together, Growing Together

LEARNING AND TEACHING POLICY

RATIONALE:

The enhancement of learning and teaching is central to the vision, mission, culture, activities, practices and future development of the school. The purpose of this policy is to:

- identify and describe the school's approach to learning, teaching and assessment;
- articulate the school's commitment to creating effective and meaningful learning opportunities and experiences through the development of high quality, relevant and current curriculum that is aligned with the school's strategic directions;
- encourage the school community to reflect on contemporary learning and teaching practices in a global society to better meet the diverse needs of the broad range of learners now and in the future.

POLICY STATEMENT:

St. Michael's is a dynamic learning community, living, learning, caring and growing together in our contemporary world. We are committed to educating the whole person through purposeful teaching in an engaging learning environment in order to achieve success for all.

PRINCIPLE	IMPLICATIONS	ACTIONS
We value the individual differences of children.	<ul style="list-style-type: none"> • Staff acknowledge the children's learning styles, self esteem, prior experiences, interests, talents and stage of development and give them the opportunity to apply their skills and knowledge. • Staff will use a range of learning and teaching approaches in classrooms. • Staff will implement a differentiated curriculum. 	<ul style="list-style-type: none"> • Integrated subjects/curriculum i.e. art response in literacy • Performing arts, art, sport, subjects included in curriculum • Communication with parents • Inquiry approach involving all curriculum areas • Student goal setting and questioning • Using data to inform teaching and to determine zone of proximal development • Reading groups: variety of activities • Success criteria and learning intentions • Use of rubrics • Application of learning in a range of tasks connected to the world • Intervention strategies • Implementation of PLPs

<p>All children can learn.</p>	<ul style="list-style-type: none"> • Staff will create a positive environment where students are encouraged to take risks and explore challenges. • Staff will support students to be lifelong learners. • Staff will make connections with ideas and processes that are purposeful, relevant and which can be applied to many contexts. 	<ul style="list-style-type: none"> • Positive reinforcement • Tasks appropriately challenging • Differentiate the curriculum • Inquiry learning approach • Consistent reflection on learning focus • Learning journals used as a tool for reflection • Self assessment • Wonderings/brainstorms etc used • Using contexts for learning through which children organise and make sense of their social worlds (EYLF) • Helping students to see and make connections • Staff Professional development • Engagement in community initiatives • Assessment for, as and of learning • Risk taking encouraged • Research skills developed • Grade 6 leaders – having a definite specific and positive role
<p>Contemporary learning principles support learners through appropriate learning opportunities and within flexible learning environments and actively contribute to society in a changing world.</p>	<ul style="list-style-type: none"> • Staff will develop and implement an inquiry approach to learning. • Staff will integrate curriculum domains and dimensions where possible. 	<ul style="list-style-type: none"> • Integrating ICT across curriculum • Cross curricula links • Opportunities for learning beyond the classroom • Assessment Of, For and As problem-based learning • Use of research, questioning, risk taking and investigation • Demonstrate flexibility in the design of learning spaces • Utilising the inquiry process of investigation, processing, organising, synthesising, refining, extending.
<p>Contemporary learning principles enable learners through the development of core knowledge, skills and understandings within a context of contemporary literacies</p>	<ul style="list-style-type: none"> • Staff will implement the AusVELs curriculum. • Staff will maintain professional documentation including Work Programs and Assessment Records which reflect effective planning, 	<ul style="list-style-type: none"> • Implement agreed literacy practices consistent with 'Literacy Expectations' document • Implement PLPs • Integrate ICT across curriculum • Develop staff as a Professional Learning Community

	<p>preparation and organization.</p> <ul style="list-style-type: none"> • Staff will engage in professional collaboration as a means to maintaining standards of pedagogical practice. 	<ul style="list-style-type: none"> • Inquiry approach to teaching • Keep up to date with contemporary Teaching and Learning strategies • Consistency between levels so we know what we are building on • Consistency of language in literacy and numeracy • Implementing testing regime • Explicit teaching • Use data (running records, checklists, etc) to inform planning
<p>Contemporary learning principles engage the learner in the contemporary world through the development of deep understandings about self and others, building relationships and contributing to the community.</p>	<ul style="list-style-type: none"> • Staff will embed within the curriculum learning opportunities which enable students to develop self responsibility by <ul style="list-style-type: none"> • encouraging students' intrinsic motivation • developing their skills of self-direction and self management • increasing their own responsibility for learning, thinking, reflection and behaviour. 	<ul style="list-style-type: none"> • Develop questioning skills • Providing opportunities for problem solving • Opportunities for leadership across school i.e. assembly, liturgies <ul style="list-style-type: none"> • Student wonderings • Buddy program • Ensuring that the 'Taking Action' step occurs in Inquiry Units • Student self assessment and peer assessment • Asking students the right questions so they can articulate what it is they need to develop: self direction, self management, etc • Social education • Cyber Safety • Engage in activities which contribute to the wider school community • RE Curriculum • Community Involvement Program • Implement 5 strategies of formative assessment • Student involvement in Sustainability education • Wellbeing unit as in scope and sequence • Link RE, well being and community involvement • Incursions and excursions

<p>Contemporary learning principles use relevant and appropriate contemporary tools for learning.</p>	<ul style="list-style-type: none"> • Staff will develop effective communication through integrating literacies, building substantive dialogue and language, and integrating multi-media and information technology. • Staff development in areas of need related to integration of ICT 	<ul style="list-style-type: none"> • School website • ICT available in all subjects • Range of literacies i.e. visual, tables, charts, etc • Video conferencing PD/sharing for staff • Keeping websites updated • A wide range of weebles integrated into curriculum and taught to children • Using common language across all levels and curriculum • Developing skills beyond the school community • Inform others of what we have done • Instructional Tools: manipulative, hands on, constructivist • Range of intervention strategies for at risk children
---	--	--

Reviewed: August 2013
Ratified:
Future Review: