



Teaching and Learning Policy

Policy Code: Curr – T & LP
To be Reviewed: 2017
Ratified: August 2014

Identity Statement

To provide a school community that draws on the traditions of the Brigidine Order, that celebrates life, reaches out to others and actively cares for our world.

Vision Statements

St Patrick's Primary School strives to:

- Guide and support students on their faith journey through experiences of the Catholic tradition, building a strong sense of belonging, responsibility and wonder within our school, church and global communities.
- Develop an environment that builds on student resilience, self - respect, confidence and empathy – in partnership with families.
- Foster a learning environment that provides a holistic education that nurtures all learners in order for them to realise their full potential.
- Model and foster a safe and supportive environment for students and their families within the school community.
- Provide learning and teaching experiences that promote decision making.
- Conserve God's creation and recognise the traditional owners of the land.

Graduate Outcomes

We endeavour to create graduates who will:

- Have a dynamic faith
- Be committed to social justice
- Be environmentally aware
- Develop and sustain loving relationships
- Be life-long learners
- Realise their potential
- Be creative problem-solvers
- Be resilient, confident and independent
- Be respectful
- Have courage and integrity
- Be self-aware
- Enjoy their experiences

Basic Beliefs

We believe that teaching and learning:

- Includes a variety of methods and strategies to ensure that we cater for all individual learning styles.
- Fosters the development of respect and acknowledges difference.
- Caters for all student needs; social, emotional, physical, spiritual and intellectual.
- Recognises that teachers are facilitators of learning, promoting student responsibility for their own life long learning.
- Recognises that teachers need to be well prepared and experts in implementing the curriculum.
- Needs an environment that should always be safe, stimulating and happy within a Catholic context.
- Supports teaching and student learning by providing quality teaching and learning resources.
- Encompasses professional development experiences, which are crucial to continued development and improvement.
- Includes effective communication within positive relationships between home, school and the broader community.
- Recognises that teachers need to be open to new learning from peers, students and the broader community.
- Acknowledges risk taking, reflective and innovative practices.
- Is best achieved in a supportive and productive Christian environment.
- Recognises that parental engagement is a critical element in achieving learning outcomes and engaging a positive learning environment.

Aims

- To provide planned programs which cater for the individual needs of all students.
- To foster the development of skills that enable students to become independent learners.
- To provide experiences that stimulate and intrinsically motivate students to learn.
- To deliver programs which assist students in learning how to learn.
- Teachers and students as co-learners recognise and reflect on teaching and learning processes
- To use a broad range of data to inform teaching and learning.
- To include and value parental engagement as part of the learning process.



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Agreed Major Teaching and Learning Strategies

- Provide opportunities for both collaborative and individual learning.
- Use a range of both student centred and teacher directed activities that incorporate an inclusive curriculum.
- Use a variety of resources that endeavour to engage student learning.
- Implement a range of activities with explicit learning intentions for example WALT (we are learning to) and WILF (what I'm looking for)
- Inquiry studies that are based on student interests and experiences.
- Evaluation and self-evaluation of individual learning as the basis for further teaching and learning.
- Teachers will model positive learning behaviour.
- Use data to direct and inform planning.

Agreed Major Planning Documents / Templates

All teachers are required to have the following current information in their Planning Folders:

1. Sandhurst Teaching and Learning Module
2. Kath Murdoch's Inquiry Learning Approach
3. Through accessing Catholic Education Office (Sandhurst) staff in their related fields of expertise.
4. Teaching & Learning Strategies
5. Victorian Curriculum
6. Response to Intervention

Planning

- Teachers will plan programs in accordance with school policy on a year, term and weekly basis.
- The yearly plan is devised in Term 4 for the following academic year.
- Term programs and weekly work programs are completed in advance.
- Planning for grade levels are completed in professional learning communities.
- Planning for specialist areas is the responsibility of the specialist teacher in consultation with various year level teachers.
- All planning will take into consideration student opinions and experiences, current affairs and local culture.
- Data analysis and interpretation will inform the planning.

Organisation

- A timetable, which details teacher time release and specialist teaching responsibilities, is developed annually
- As per the agreement, all teachers will receive a minimum of two hours release time per week for planning and other organisational duties (pro rata for part time staff).
- Where possible, release time shall be provided co-planning time with a unit colleague. Preference will be given to graduate teachers to work and plan with experienced staff at these times.
- Weekly Professional Learning Community(PLC'S) meetings are a requirement for the planning process.
- PLC'S and Unit planning will take place alternatively.

Resources

Resources

- Religious Education Source of Life
- Response to Intervention
- George Booker - Maths
- Kinship of the Earth
- Friendly Schools
- Online learning tools
- Alpha Assessment
- Probe
- Neale
- P-2 Literacy Assessment
- NAPLAN
- ACER pat M and Pat R
- Addition and Numeray Thinking
- Victorian Curriculum



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- Sandhurst Teaching & Learning Module
- Nelson Maths
- First Steps Reading, Writing and Speaking and Listening
- PM Benchmarks
- Bluearth Physical Education Program
- School Nurse Health Information
- Arcobaleno – Italian
- Science in the Primary School
- Special Education and Assessment and Screening Program
- Life Education Van
- School policy
- Specialist staff from CEO (Sandhurst) and other relevant organisations such as DET, ACER, CEO (other Diocese), University and other tertiary institutions.
- Sine

Evaluation

Teachers will evaluate their teaching and learning strategies through a process of regular self-evaluation and in professional learning community meetings. Evaluations will be documented by each teacher at the end of the units.

Monitoring Implementation program & Policy Development

- Implementation of collaborative skill review and development.
- Further development of the evaluation aspect of *teaching and learning proforma* to be used for teacher/self/unit self evaluation.

Principal Signature: _____

Board Chair Signature: _____