

COATESVILLE PRIMARY SCHOOL

Teaching and Learning Policy

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1. PURPOSE

- To equip students with skills for life-long learning; teaching them how to learn.
- To promote learning and teaching practices that will improve the quality of education for all students in our school.
- To provide each student with a range of learning experiences which will:
 - ✓ Assist them to improve their own learning
 - ✓ Promote excellence in learning
 - ✓ Develop self-esteem, confidence and independence.
- To provide a range of personnel, services, resources and facilities to enhance teaching and learning practices.
- To promote teaching and learning as a partnership between home and school and the local and wider community.

2. SCOPE

This policy applies to the whole Coatesville Primary School community and will be made available to others on request.

3. REFERENCES

Victorian Essential Learning Standards (DE&T)
Early Years Literacy & Numeracy Programs (DE&T)
Middle Years Innovations and Excellence initiatives (DE&T)
Science in Schools program (DE&T/Deakin University)
Thinking Tools Resource Book – Coatesville Primary School

4. DEFINITIONS AND ABBREVIATIONS

DE&T – Department of Education & Training
ICT – Information & Communication Technologies
PLATs – Professional Learning Action Teams (whole school curriculum teams)
VELS-Victorian Essential Learning Standards
LOTE – Language Other Than English

5. RESPONSIBILITY AND AUTHORITY

This policy and procedure shall be issued under the authority of the Coatesville Primary School Council and was adopted at the school council meeting on

6. POLICY/PROCEDURE

6.1 Teaching practice is based on the belief that:

- Students should be challenged to develop deeper levels of understanding.
- The learning environment should be supportive and productive.
- Teaching strategies cater for individuals' interests and learning needs.
- Assessment is an integral part of teaching and learning.
- Teaching practice should meet the specific needs of learners.

6.2 We believe that effective learning occurs when:

- Students are equipped with basic skills and knowledge as a foundation for future learning.
- Students are taught to analyse and evaluate information.
- Students are encouraged to think reflectively and inquisitively.
- Students are challenged to higher expectations and given opportunities to extend further when they are able to do so.
- Teachers support student learning by working physically alongside them individually and in small groups.
- Teachers and students develop positive relationships.
- Students have positive self-esteem and resilience skills.
- Students are encouraged to take responsibility for their learning.
- Students work in collaboration and cooperation with their peers and teachers.
- Students have hands on active involvement in learning.
- Teachers remain enthusiastic and celebrate students' successes.
- Teachers work together with parents/guardians for the benefit of students.
- Teaching and learning reflect our whole school Values.
- Learning experiences are differentiated to cater to individual needs of students.
- Students experience success in their learning.

- Learning is embedded within real life contexts that are relevant to students' lives.
- Teachers acknowledge that students learn at different speeds and rates requiring a flexible approach to completing learning tasks.
- Students are given opportunities for open-ended learning as well as targeted teaching.

6.3 Implementing the curriculum at Coatesville Primary School involves:

- All teachers participating in Professional Learning Action Teams (PLATs) to support the whole school implementation, on-going monitoring and development of the Victorian Essential Learning Standards.
- Teaching, planning and evaluating in Level Teams.
- Teachers participating in ongoing Professional Development in line with School Strategic and Annual Implementation Plan Priorities and the Performance and Development Culture processes.
- Teachers following State benchmarks for curriculum time allocations.
- Teachers embracing the wide range of support programs within the school. This includes, but is not limited to You can Do It, "Wise Ones" Gifted and Talented programs, Reading Recovery, Band/Instrumental Choir, Artists' Projects, Religious Education, Chess Club, Snow Sports.
- Teachers acknowledging and respecting the diversity of the school community.
- Teachers incorporating ICT as an integral part of teaching and learning.
- Teachers acknowledging and considering individual differences in ability, prior experiences, interests, learning styles, ethnicity and gender.

6.4 What our classrooms look like:

- Child centred
- Stimulating
- Warm and nurturing
- Flexible physical teaching arrangements.

7. REVIEW

This policy will be reviewed with student, parents and community input as part of the school's review cycle.

Through professional development and personal study the staff maintain a high degree of knowledge regarding current educational trends, both nationally and internationally.

The **Victorian Essential Learning Standards** (Student Learning, Flagship 1) will be broadly based on three stages of learning from:

- | | | |
|------------------------|---|-----------------------------------|
| Years Prep to 4 | - | Laying the foundations |
| Years 5 to 8 | - | Building breadth and depth |
| Years 9 to 10 - | | Developing pathways |

Strands

**Physical, Personal
and Social Learning**

**Discipline Based
Learning**

**Interdisciplinary
Learning**

Domains

**Health & PE
Interpersonal Development
Personal Living
Civics & Citizenship**

**The Arts
English
Humanities
LOTE- French
Mathematics
Science**

**Communication
Design, Creativity &
Technology
Information &
Communication
Technology
Thinking**

Dimensions

**Physical activity & health
knowledge
Working in teams
Managing personal learning
Community engagement**

**Creating & making
Reading, writing & speaking
Historical & geographical
knowledge
Intercultural knowledge and
language awareness
Number, space, measurement,
chance, data, structure, working
mathematically
Science at work**

**Listening, viewing, responding,
presenting
Investigating, designing,
producing, analysing, evaluating
ICT for visual thinking, creating,
communicating
Reasoning, processing, inquiry,
creativity, reflection**

More information can be obtained by visiting the Standards website at
<http://vels.vcaa.edu.au>