ORRVALE PRIMARY SCHOOL No. 3805

Teaching and Learning Policy

Our Vision

At Orrvale Primary School we are committed to assisting students become responsible, confident and intrinsically motivated learners, who are able to make positive contributions within local and global communities. We believe that students and staff alike are continuous learners and we strive to provide a supportive, yet challenging environment in which innovation, personalised learning and the development of high levels of emotional intelligence are our priority.

Our Mission is to create a motivating and creative learning environment for each student by ensuring:

a) flexible learning spaces to support all modes of learning from explicit focus teaching to self-directed learning

b) a personalised learning approach at each student's point of need across all learning domains

c) rigorous and timely assessment that informs each student's next stages of learning and each teacher's next stage of teaching

d) learning is connected and relevant for all students by providing opportunities for authentic learning.

e) students are supported and guided to have ownership of their learning

f) a resource rich environment consistent with 21st century learning and student interest

g) high level performance management processes and professional development programs to maximise teacher effectiveness.

h) a genuine partnership between the school and families in fostering learning.

Guidelines:

'Students learn best when:
1. The learning environment is supportive and productive.
2. The learning environment promotes independence, interdependence and self-motivation.
3. Students' needs, backgrounds, perspectives and interests are reflected in the learning program.
4. Students are challenged and supported to develop deep levels of thinking and application.
5. Assessment practices are an integral part of learning and teaching.
6. Learning connects strongly with communities and practice beyond the classroom.'

www.education.vic.gov.au/studentlearning/teachingprinciples/

Principles of Personalised Learning:
'To build a successful system of personalised learning, we must begin by acknowledging that giving every single student the chance to be the best they can be, whatever their talent or background, is not the betrayal of excellence, it is the fulfilment of it. Personalised learning means high quality teaching that is responsive to the different ways students achieve their best.'

Our Learning and Teaching Goals are to:

- Support learning by maximising opportunities to build relationships between students and staff through the use of flexible learning spaces and the dynamic grouping of students and staff

- Ensure students reach their full potential by personalising learning, setting high expectations and applying high level questioning for deeper understanding

- Scaffold learning through small units of well defined, appropriately ordered outcomes in a connected learning sequence

- Empower and guide students to take greater ownership of their learning by providing opportunities for negotiated and blended curriculum programs

- Engage students in interesting, imaginative and interactive learning through innovative and evidence based teaching practices

- Enhance learning by building positive partnerships with both the local and wider community

- Empower students by providing timely, personalised and constructive feedback that allows for student self-reflection, future goal setting and which guide teachers' intervention points for teaching

- Consistently follow an agreed F-6 assessment policy and schedule that informs individual student learning and achievement and the curriculum effectiveness

- Provide a safe and orderly learning environment for students and staff through the ongoing review of school and team protocols

- Provide a productive, happy and respectful learning environment by valuing the input of all and ensuring the ongoing review of shared beliefs and understandings around teaching and learning

- Provide sequential and explicit training in social and emotional growth through the RULER approach

Our Agreed Practices

Leadership will:

- Promote the continuous development of professional skills, knowledge and engagement of teachers through the Performance and Development process

- Manage human and material resources to maximise achievement for all students across all domains and priority programs

- Provide ongoing opportunities for staff feedback and input in the improvement of the teaching and learning

- Ensure whole school, level and individual team protocols are established annually to support safe and respectful learning environments

- Monitor the consistency of our agreed Teaching and Learning practices through regular classroom observations

- Present to the Leadership team at regular meetings their progress for their area of responsibility in line with School Strategic Plan and Annual Implementation Plan goals.

- Ensure effective family-school partnerships for student learning to be developed and sustained

- Facilitate a distributed leadership model that empowers teachers and increases their own leadership capacity

- Provide opportunities and encouragement for teachers to introduce and trial innovative teaching approaches

- Identify opportunities and strategies to build staff, student and community partnerships.

Teachers will:

- Develop knowledge and understanding of their students' interests, strengths, needs and learning styles

- Model expected behaviours and protocols to students at all times

- Work in teams to set up safe, orderly and inspiring learning environments, structured as respectful classroom communities where students can work productively and creatively together

- Work collaboratively to design, develop, deliver and reflect on teaching and learning practice

- Have an in-depth understanding of the curriculum, including continuums and learning pathways

- Establish assessment processes for collecting, sharing and analysing data for the purposes of planning for personalised student learning and evaluating program effectiveness

- Make the learning intention of each lesson explicit and visible to students and provide time for reflection at the end of the lesson

- Explicitly teach content in depth by sequencing learning tasks and applying higher level questioning to encourage deeper student learning

- Provide specific and appropriate feedback as a regular feature of student learning

- Use student feedback to reflect upon and inform future teaching content and the learning task

- Ensure they are competent users of modern technology and that students have access to a wide range of learning tools (e.g. visualising tools, research, communication and productivity) to support their learning and academic achievement

- Provide engaging, differentiated and scaffolded learning that meets students' learning needs

- Develop students' independent learning skills by teaching them to monitor, regulate and verbalise their learning

- Facilitate learning by guiding students to be researchers and help them set their own inquiries and find their own answers

- Provide students with opportunities to be engaged in meaningful exchanges, interactions and partnerships at the local and global levels

- Be active learners and researchers in their profession

- Take part in reflective teaching practices in alignment with the Orrvale Observations Guidelines

- Be able to provide sufficient evidence of relevant teaching practices as part of their individual professional performance and development review.

Students will:

- Be active participants in setting their learning goals in collaboration with parents, teachers and significant others

- Get to know how they learn and their preferred learning styles

- Use teacher feedback to inform their next stages of learning

- Provide feedback to teachers about their understanding and the degree of their engagement with the task

- Take pride and ownership in their learning spaces and treat resources with respect

- Be confident, resilient individuals who value learning and relationships

- Understand and appreciate the needs of others in their learning and personal development

- Uphold school values and class charters at school and within the community

- Make connections to the real world and develop an understanding of the opportunities it can provide as well as the contributions they can make

- Build understandings about why and what they are learning and use this knowledge to inform improvement

- Make individual and collaborative decisions about how they undertake and develop learning tasks

- Be researchers and apply thinking skills to inquiry and educational research projects.

Education Support Staff will:

- Undertake ongoing professional learning

- Model expected behaviours and protocols to students at all times

- Work in teams to support safe, orderly and inspiring learning environments

- Work collaboratively and flexibly to support the teaching and learning programs

- Facilitate learning programs for students with a wide range of needs

- Work with different groupings of students under teacher direction

- Support teaching and learning programs by carrying out administration tasks and preparing learning materials.

Families:

"Families are the first educators of their children and they continue to influence their children's learning and development during the school years and long afterwards. Schools have an important responsibility in helping to nurture and teach future generations and families trust schools to provide educational foundations for their children's future. At the same time, schools need to recognise the primary role of the family in education. This is why it is important for families and schools to work together in partnership.
Research demonstrates that effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Family involvement can have a major impact on student learning, regardless of the social or cultural background of the family."

http://www.familyschool.org.au/pdf/framework.pdf

Family involvement is optimised by:

- Working alongside students on learning activities in and outside the classroom

- Supporting and valuing the teachers.

- Having high expectations about their child's success at school

- Recognising and supporting the importance of high levels of attendance

- Modelling positive attitudes about school and learning by:
  - _Valuing the skills and knowledge their child brings from school_
  - _Recognising and using learning opportunities in the home and beyond_
  - _Attending school workshops/discussions/meetings and demonstrations about learning_

Date Implemented	Nov 2016
Approved By	School Council
Date Policy Ratified	Nov 2016
Responsible for Review	Assistant Principal
Review Date	2019