

Learning & Teaching Policy

'Learning for Life'

*Tell me and I'll forget
Show me and I'll remember
Involve me and I'll understand
When I reflect I'll learn*

Rationale:

Comprehensive educational research identifies that the quality of teaching that a student receives is the greatest influence on their development as a learner.

It is the responsibility of Lloyd Street School to provide consistent, high quality teaching and learning for every student, based on common pedagogical approaches and highly skilled teaching. To this end, it is an expectation that all teachers commit to continuously building their skills through collaboration and quality professional learning.

There is a common understanding within the school community in relation to the philosophical belief which underpins the learning and teaching programme. (see Lloyd Street School Mission Statement)

Aims:

This policy is intended to ensure that:

- Consistent pedagogical approaches are utilised by all members of the teaching team.
- All students are provided with a comprehensive and rigorous inquiry curriculum programme which is differentiated to cater for the academic needs of each individual.
- We provide a safe, nurturing and engaging learning environment which is inclusive of all.
- The expertise of all members of the education team is effectively utilised and developed through professional learning.
- We work in partnership with the community to provide the best possible outcomes for the students.

Implementation:

CURRICULUM PROVISION – PRIMARY YEARS PROGRAMME

- All students will have access to a comprehensive programme of inquiry planned within the International Baccalaureate (IB), Primary Years Programme (PYP) Curriculum Framework.
- The programme of inquiry ensures that the development of all five elements of the Primary Years Programme - knowledge, concepts, skills, attitudes and action, are enabled.
- Students complete six inquiry units per year – one addressing each transdisciplinary theme. The year six students complete one of the six units as the Exhibition.

VICTORIAN CURRICULUM

- All students will have access to a curriculum programme that comprehensively addresses all standards and capabilities within the Victorian Essential Learnings at their developmental level.
- Commitment to key learning areas will include an average of 100 minutes per day of explicit instruction and application in English and 350 minutes per week of instruction in Mathematics.
- A range of single subject programmes will support the full implementation of Victorian Essential Learnings.

PEDAGOGY

A range of contemporary pedagogical approaches are employed to meet the needs of learners. The lead pedagogical approach is inquiry.

INQUIRY

- Inquiry undertaken is authentic, purposeful, structured and promotes meaning and understanding of significant ideas.
- Inquiry is concept driven.
- Inquiry is planned using the PYP planner with a range of inquiry models utilised to support the inquiry cycle.

DIFFERENTIATION

- We are committed to a constructivist approach – whereby learners gain knowledge and construct meaning from their experiences.
- All students have access to ‘point of need teaching’ based on quality assessment (refer to Assessment and Reporting Policy).
- Pedagogical approaches enable students to develop a range of individualized learning strategies.
- Metacognition is prioritized with learning experiences and reflection, developing in students an understanding of how they best learn.
- With the support of their teachers, students consistently identify their learning needs and set achievable goals.
- Appropriate contemporary resources, which are inclusive of all, are readily accessible.

COLLABORATION:

- Curriculum programmes are planned collaboratively – drawing on the collective expertise of staff.
- Reflection on teaching and learning is a collaborative process – enabling continuous improvement of provision.
- Ongoing collaboration is enabled through appropriate resourcing.

COMMUNITY ENGAGEMENT

Students, parents and teachers work in partnership and in line with the school values and objectives to achieve the best possible opportunities and outcomes for the students.

- Students are supported by the teaching team and parents to take responsibility for their learning by establishing effective routines, work habits and time management skills.
- Consistent quality communications between all parties ensures a common understanding of individual student’s specific learning needs.

Evaluation:

- Student Achievement Results – NAPLAN, VELs
- Students Attitudes to school survey
- Staff survey
- Parent Survey

This policy was last ratified by School Council in....

2nd of May 2016