



Learning and Teaching POLICY

MISSION STATEMENT

Richmond Primary School fosters a community of socially responsible, respectful and resilient life-long learners. We develop curious, creative and collaborative students who contribute positively to the community now, and in the future as global citizens.

RATIONALE

Richmond Primary School (RPS) aims to provide each pupil with a range of learning experiences which will:

- improve their own learning
- promote excellence in learning
- develop self-esteem, confidence, risk taking and independence

Our approach will be informed by the following premises:

- parents, students and school staff should help shape the aspirations for children at RPS inspired by our school values of Respect, Responsibility and Resilience
- the direction of the school should reflect the school community
- this policy should provide a framework for all decision making in the school and be informed by educational best practice and research
- at RPS, teachers are required to supervise students adequately. This requires not only protection from known hazards, but also from those that could arise (those that the teacher could have easily foreseen) and against which preventative measures could have been taken. Whenever a student-teacher relationship exists, the teacher has a special duty of care. This is a legal obligation to protect students from injury and harm. Staff must comply with the requirements of Ministerial Order No. 870. *The Child Safe Standards* it contains direct staff to act to ensure the safety of children from abuse. (Refer to *the RPS Child Safety Policy*)

PURPOSE

The assumptions about student learning which underlie these guidelines are that:

- all students want to learn and are capable of learning
- teams plan collaboratively
- a curriculum which is comprehensive will extend and develop the abilities of each student and ensure they are highly literate and numerate, are critical thinkers and problem solvers, and are creative with a love of learning
- learning can be fostered best in a socially supportive environment which promotes success for every student
- students learn at different rates and in different ways
- student self-esteem and confidence are central to learning
- students need regular feedback about their learning performance in order to improve their learning
- the teacher will ensure that students are provided with stimulating learning tasks that reinforce and extend a student's current abilities

GUIDELINES

Richmond Primary School Teachers and Support Staff will therefore attempt to select learning and teaching approaches which:

- involve students as active participants, both in the planning and organisation of their studies, and in the evaluation of their learning
- assist students to take responsibility for their own learning
- offer students opportunities for success, and motivate them to continue learning
- match their personalisation learning needs and pace
- enable students to be active citizens who are globally aware, who understand, value and care for the environment and society we live in, and embrace the cultural diversity that is modern Australia
- build as love of learning, critical thinking and creative activities
- build upon previous learning that leads to further learning
- enable students to apply their knowledge and skills in practical situations
- build and support a student's self-esteem and confidence
- enhance co-operation and support collaboration among students and between students and teachers
- reflect the values of the students, the school and the community

KEY STRATEGIES

- a comprehensive approach to student wellbeing continues as a primary focus
- The Victorian Teaching and learning Model is reflected in all aspects of the school (please refer to The Pedagogical Model , The Education State 2018)
- a personalised curriculum is adopted in all subject areas
- learning programs will be devised to take advantage of the flexible 'open plan' classroom spaces
- literacy and numeracy instruction ensures all children are engaged in authentic, purposeful tasks that focus on building deep understanding of concepts, skills and strategies needed to apply to learning and solving problems
- an inquiry learning approach is adopted from Grades Prep to 6
- an *Investigations program*, inspired by the Australian Developmental Curriculum/Walker Learning Approach is adopted from Prep to 2
- students are taught at their point of need as determined by comprehensive assessment and observation. This assessment informs teaching and identifies student needs and progress. The assessment framework will be informed by DET guidelines and will be based on strategies that focus on: assessment for learning; assessment of learning; and assessment as learning
- through the provision of up-to-date technologies and best classroom practice, achieve innovation in our Science, Technology, Engineering and Mathematics (STEM) competencies across the curriculum
- creative play and "natural pedagogies" are an important aspect of our school and curriculum (please refer to glossary for further information.)
- leadership opportunities are provided for students
- a focus on the Arts helps underpin authentic learning and creative expression throughout the school

- environmental awareness and stewardship of the natural environment are key elements of student learning as facilitated through a focus on sustainability and the use of our Community Garden resource
- a focus on helping students to be active and healthy
- the potential for enriched learning through studies of a Language other than English is recognised through the teaching of Mandarin Chinese from Grades Prep to 6
- provide teachers with resources and professional learning opportunities to ensure they have the knowledge, skills and ability to deliver on the policy aims and strategies
- coaching, goal setting and mentoring are used as improvement tools for both staff and students
- a focus on parent participation and involvement is encouraged and fostered

REFERENCES FOR TERMS USED IN THIS POLICY

- The Pedagogical Model , The Education state 2018
- Powerful Teaching and Learning: refer to the Powerful Teaching and Learning at Richmond Primary School document at www.richmondps.vic.edu.au and Powerful Learning a strategy for systemic educational improvement / edited by David Hopkins, John Munro, Wayne Craig. ACER Press, (2011).
- Personalised curriculum: Otero, G., West-Burnham, J. (2009) Leadership for personalising learning: critical shifts in understanding. CSE Seminar Series.
- Investigations as inspired by the Walker Learning Approach (including the Australian Developmental Curriculum): Walker, K. & Bass, S. (2011) Engagement Matters – Personalised Learning for Grades 3 to 6. ACER Press: Walker, K. & Bass, S. (2011) Play Matters – Personalised Learning for Grades Prep – 2. ACER Press. • Inquiry learning approach: Audet, R. & Jordan, L. (2008) Integrating Inquiry Across the Curriculum. Hawker Brownlow Education.
- Natural pedagogies: by which we mean the provision of learning experiences which tap into a child's natural curiosity, creativity and innate desire to investigate and learn.
- Authentic learning: by which we mean the selection of learning tasks which gives learning a 'real-life' and meaningful context
- *Assessment for Learning* is the process of seeking and interpreting evidence for use by *learners* and their teachers to decide where the *learners* are in their *learning*, where they need to go and how best to get there.
- *Assessment of learning* assists teachers in using evidence of student learning to assess achievement against outcomes and standards.
- *Assessment as learning* occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

EVALUATION

This policy will be reviewed as part of the school's four -year review cycle.

This policy was last ratified by School Council in

Draft Nov 2018.