

Our Lady Help of Christians School
 Gillies Street, Wendouree
 Ph: 5339 4726



www.olhwendouree.catholic.edu.au

Respectful Responsible Resilient



Teaching for Learning Policy

Last review: November 2008, 2016,	Ratified: March 22nd 2017 to be updated at SAC
This review: August 2020	Future Review: August 2022

POLICY STATEMENT:

At Our Lady Help of Christians Parish Primary School our teaching and support teams work in Professional Learning Communities. As a PLC we are committed to working collaboratively with a focus on high levels of learning for the children we serve. Through regular assessment and a commitment to working collaboratively we believe that children’s individual needs including learning styles, self esteem, prior experiences, interest, talents and stage of development are catered for. Our school values of Respectful, Responsible and Resilient reflect the beliefs of our Catholic Faith community. It is innovative and evidence based focussing on ‘best practice’. All children can learn, given time and support, particularly in a safe, positive environment where they are encouraged to take risks and explore challenges. Learning and teaching at Our Lady Help of Christians covers the entire Victorian Curriculum encompassing a growth mindset - building a positive attitude to learning.

SCRIPTURAL CONTEXT:

*“The child grew and became strong, filled with wisdom;
 and the favour of God was upon him”* (Luke 2:40 – 41)

POLICY GUIDELINES:

Learning and Teaching strategies will:

- Focus on a network of cohesive collaborative teacher teams within the school
- Ensure that teachers have time and support to work together to clarify essential student learning
- develop common assessment tasks across units for learning
- Collaboratively analyse student data including prior learning to inform teaching
- Ensure that learning for teachers is continuous and job-embedded.
- Respect the individual differences of children allowing them to feel valued and accepted

- Acknowledge and cater for children's learning styles, interests, talents and needs.
- Provide the children with opportunities for working in cross age groups to learn together
- Give children the opportunity to apply their skills and knowledge
- Encourage and allow children to be risk takers and encourage them to see mistakes as a valuable part of learning - Being reflective and persistent and valuing effort.
- Provide children with the opportunity to be involved in their learning and to become independent learners
- Engage students in their personal learning journey and communicate with them about where they are in their learning and where they need to go next
- Maintain a positive environment where children feel empowered and feel safe
- Acknowledge and encourage positive support and involvement between peers, teachers, families and the wider community
- Build on each child's desire to learn, foster inquisitive minds, curiosity to learn about themselves and their world

GUIDELINE INDICATORS:

To ensure this occurs:

- Caring relationships will be developed between teachers and children
- Teacher PLC teams will use relevant and up to date data to plan programs which cater for the individual needs of the children
- Data is collected regularly and moderated by teachers so that the needs of all students are identified and adequate interventions are developed as required
- Teacher PLC teams develop a collective responsibility for identifying student progress through regular and relevant data collection
- Enrichment Programs will indicate the type of teaching for learning approaches being utilised
- Children will be encouraged to see school as the beginning of lifelong learning and the importance of high expectations
- Children will be encouraged to express and discuss their ideas, develop skills in co-operative activities and share responsibilities for common tasks
- Teachers will encourage students to develop new interests and skills while continuing to build on existing strengths and interests whilst using approaches which will foster a growth mindset
- The importance of community, home, school and parish will be recognised and affirmed throughout teaching and planning

- Parents and teachers will be acknowledged and affirmed as being partners in education, exercising different roles and responsibilities in pursuit of a common vision
- Teachers will be expected to enhance and develop their own teaching style through attendance at formal and informal professional development.

Teachers will endeavour to provide learning experiences that:

- Are engaging, purposeful, challenging, relevant to each student and geared to ability levels within each class group which address the specific learning needs of individual students;
- Utilise PLC proficiency standards to guide instruction, intervention and boost;
- Identify at risk students and provide interventions for these students;
- Use resources and activities that are age/ developmentally appropriate and where possible driven by current educational research/ best practice;
- Are structured to acknowledge prior knowledge and allow progression of learning from the known to the unknown;
- Take into account the range of different learning styles;
- Teaching experiences are planned after considering the 6 PLC essential questions.

The School will provide:

- Opportunities for building teacher capacity in implementing the *Victorian Curriculum* and utilising Australian Professional Standards for Teachers to ensure that they are utilising current curriculum and current teaching strategies.
- A regular process of continual reflection and improvement to ensure successful outcomes for all.

REFLECTIVE MATERIAL:

- Victorian Curriculum <http://victoriancurriculum.vcaa.vic.edu.au/>
- Australian Professional Standards for Teachers
<http://www.aitsl.edu.au/australian-professional-standards-for-teachers>
- The Professional Learning Community works of Richard DuFour, Rebecca DuFour, Robert Eaker, Robert Marzano <http://www.allthingsplc.info/about>
- School Vision and Mission Statements
- School Pastoral Care Policy