



ST PATRICK'S KILMORE LEARNING AND TEACHING POLICY

RATIONALE

This policy is one of the guiding policy documents at St. Patrick's and needs to be read in conjunction with: The School Profile and Vision Statements and Mission Statement.

It is intended to be a working document that is constantly reviewed and evaluated in order to reflect the changing needs of our students, school community and our education system.

This Policy states our beliefs of how the students at St. Patrick's learn best and the teaching and learning practices we will implement to meet these beliefs.

TEACHING AND LEARNING STATEMENTS

We believe the children of St. Patrick's learn best when

- The learning environment is supportive and respect is valued.
- They are encouraged to develop positive social relationships.
- Teaching and Learning is a collaborative and productive process where ownership of learning is shared.
- They are engaged in a variety of Teaching and Learning practices that develop individual needs and enhance knowledge, skills and attitudes.
- They are challenged and supported to develop deeper levels of thinking and application.
- Teachers can articulate their 'pedagogy' and how their teaching will make a positive difference.
- High standards and expectations are set with sufficient time and support given to all students.
- Planned and Analysed Assessment is ongoing and directs the Teaching And Learning.
- Learning connects with local and global communities and everyday life.

PURPOSE

1. To have all children reach their own full potential in all facets of development. (academic, social, physical, spiritual and emotional)
2. To foster a love of learning within our children.
3. To foster a passion for teaching in our teachers.
4. To use these Teaching and Learning Beliefs to direct our Teaching and Learning Practices that are unique to St. Patrick's.
5. To have ALL staff members actively implement this Policy in their Teaching & Learning environment. (eg. classroom, specialist areas)

GUIDED IMPLEMENTATION

This Policy is to be implemented at school community, team and individual level. Our Belief Statements will be implemented through a variety of the following actions evident in all Teaching and Learning areas of the school.

At St. Patrick's, staff will establish a positive learning environment and relationships by:

- Encouraging all students to contribute and ensuring all contributions are valued and listened to.
- Actively supporting the school practice of "No Put Downs".
- Being a role model of values such as; giving praise to others, being positive and optimistic, being resilient, tolerant, and persistent.
- Modelling and encouraging respect for all.
- Explicitly teaching social and emotional skills regularly (eg. Bounce Back.)
- Providing quality time for teacher- student interaction.

At St. Patrick's, staff will develop an approach to classroom management that incorporates:

- Established and agreed classroom rules and behaviours (including choices and consequences)
- Clear, set routines and structures.
- Safe, collaborative and productive work practices.
- Shared responsibility for the learning environment.
- High level of expectation to keep a clean, orderly classroom

At St. Patrick's, staff will use the following teaching and learning approaches from Prep to Year Six:

- Co-operative group work
- Inquiry Approach Thinking across all areas (Library, Music, Maths)
- Explicit focussed teaching of skills in key areas of curriculum
- Thinking frameworks (such as Growth Mindsets, De Bono and Bloom's) to teach higher order thinking skills
- Whole, Small, Whole approach in Prep to Year 6 English and Maths programs
- Problem solving through effective questioning techniques

At St. Patrick's, staff will use assessment information to inform the learning and teaching by:

- Following a Prep to Year 6 assessment schedule
- Analysing assessment information on a continual basis to ensure the learning tasks meet the student's needs and to inform our teaching.
- Implementing before, during & after assessment tasks for Inquiry learning and other key learning areas
- Continually monitoring student progress and keeping accurate records.
- Regularly using self and peer assessment strategies to empower the students to reflect on their own learning and set goals.
- Implementing a range of assessment strategies over time and in different contexts.

At St. Patrick's Teachers and staff will engage students in their own learning journey by:

- Encouraging students to share, justify and respect the different ideas and opinions people have.
- Identifying and articulating preferred learning styles and "intelligences".
- Providing opportunities for students to operate in a variety of learning styles and intelligences.
- Giving opportunities for student choice.
- Teaching explicitly the skills and language of self-reflection (metacognition- thinking about my thinking)
- Making expectations and standards clear, challenging and achievable.

At St. Patrick's teachers and staff will plan to meet the needs of all students by:

- Meeting regularly as teams to discuss, analyse and plan relevant programs, using the planning documents such as (RE overview, Maths Planner, Term Planner, English Planner and Inquiry)
- Planning for individuals by having a stated focus eg. focus sheets for small group work or documented focus in planning documents.
- Varying the structure and delivery mode within a unit of work.
- Accessing student's prior knowledge prior to planning a unit of work (NOTE: A unit of work meaning any area of curriculum – Maths)
- Ensuring the learning activities are both supportive and challenging.
- Ensuring programs / tasks are flexible enough to accommodate the developing needs and interests of students.

As professionals and lifelong learners at St. Patrick's, staff will:

- Engage in continuous professional learning. (eg. PLTs, school based PD, further study, professional reading)
- Be willing to share their own knowledge and skills with others.
- Share the responsibility of all students and support one another
- Have a thorough understanding of current educational issues and pedagogy.
- Engage in moderation with peers to develop clear understandings and expectations regarding standards and benchmarks.
- Utilise the services of CEM staff and outside agencies/ experts.

At St. Patrick's, teachers will incorporate a wide range of resources in their programs including:

- Parent helpers across all levels and programs.
- Information Communication Technology (ICT) and Multi-media.
- Local and wider media texts.
- Quality literature to make links for learning (picture story books)
- Human resources eg. Guest speakers, members of the school community, members of the local community.
- Information Texts and variety of text types to suit the learning
- Displaying relevant Posters (such as Text Types, De Bono's Hats, Multiple Intelligences)
- Ensuring the students are immersed in a print enriched environment and relevant resources made accessible for their learning.
- Other colleagues as experts

At St. Patrick's, staff and students will celebrate their learning by:

- Participating in whole school sharing of learning through assemblies.
- Displaying student work in creative and stimulating ways (classroom and shared areas)
- Promoting student achievement through the school newsletter and awards. Eg. Super Person.
- Encouraging local media coverage of significant school events and displaying these in a frame in foyer.
- Sharing with groups outside the classroom, eg. Parent performances, buddies
- Teacher sharing at PLTs and Staff Meetings/ classroom visits
- Participating in competitions or festivals beyond the school, eg. Catholic Education Week activities, story writing competitions.
- Providing opportunities for children to continually 'articulate' their success in learning with others. eg Share time / discoveries & wonderings
- Sharing their work with their parents (show cases, and three way conferences)
- Reflecting on their learning (eg. Learning Journals)
- Articulating their learning through multi media resources

At St. Patrick's, staff will connect student learning beyond the classroom by:

- Planning incursions and excursions that are relevant to the learning.
- Using a range of guest speakers (including local and wider community)
- Making links with community organisations where appropriate.
- Using electronic communication to make links with the global community eg. Email, websites etc.
- Incorporating a 'So What' action to enable students to use their learning in real life situations.
- Making explicit the relevance of classroom activities to aspects of everyday life. (making connections)

At St. Patrick's, staff will plan at three different levels:

1. As a whole school staff
2. As a whole learning centre team
3. As an individual teacher.