



TEACHING & LEARNING PHILOSOPHY POLICY

Rationale

- The school philosophy underpins and guides our curriculum (what children learn), pedagogy (how they learn), assessment (where they are up to in their learning) and reporting (the feedback we give to children s and their families on learning progress and what they need to learn next).
- As part of the state education system, the school has an obligation to be consistent with DET policies and guidelines.

Purpose

- To ensure that staff and the community understand the philosophical underpinning for programs and activities at Footscray North Primary School.
- To ensure the school complies with DET policies and guidelines.
- To ensure the school complies with Child Safe Standards 1 & 2.

Definitions

Learning is the process of gaining information, understandings, skills and values that lead to change and enable individuals to apply their knowledge to new contexts. Effective learning leads to change, development and the desire to learn more.

Teaching is engaging with students through positive relationships, helping students experience and interpret the world, and creating learning experiences which develop skills, knowledge, understanding, values, ideas and feelings.

Implementation

- Footscray North Primary School will strive to create a vibrant local learning community.
- We will ensure that learning experiences recognise, value and build on children’s diverse backgrounds and experiences.
- Improving children’s learning will be at the core of our work. We will ensure that every child is challenged and supported to meet their potential, no matter what their stage on the learning journey, based on a deep understanding of their individual learning profile and the next steps they require.
- Equity and inclusion will be paramount - providing quality learning opportunities for all children, with a particular emphasis on ensuring that the most vulnerable and disadvantaged are effectively engaged.
- We will empower and protect our children who are vital and active participants in the school by involving them as appropriate when making decisions, especially about matters that directly affect them. We will listen to their views and respect what they have to say.
- We will promote diversity and tolerance, and people from all walks of life and cultural backgrounds are welcome. In particular we will:
 - promote the cultural safety, participation and empowerment of Aboriginal children (if applicable)
 - promote the cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds
 - ensure that children with a disability are safe and can participate equally in all aspects of school life
- High expectations are non-negotiable.

- We will foster a culture of accountability within the local community.
- Performance expectations will be clear and consistent with open and transparent assessment.
- Programs will be based on our school values. Actions will be measured against these values.
- Pedagogy will be based on contemporary educational practices.
- Teachers will deliver a program based on explicit instruction that scaffolds learning for children.
- Staff will be provided with a range of professional learning opportunities to further enhance their capacity to improve learning outcomes.
- As part of our succession planning, leaders and prospective leaders will have opportunities to enhance their leadership potential.

Specifically:

Teachers are expected to-

- develop a harmonious, supportive and productive learning environment
- develop learning that is purposeful and caters for individual differences
- develop learning intentions and success criteria for all teaching activities
- actively involve students in the learning process and make decisions about their own learning
- support and challenge students to reach their maximum potential
- provide students with positive and constructive feedback
- develop an environment where students learn from and model their behaviour on positive role models
- create environments that develop self-esteem, confidence and risk taking
- implement a variety of teaching approaches and strategies, based on the HITS (High Impact Teaching Strategies)
- build on students' previous knowledge and experiences
- continue their ongoing professional learning reflecting the School Strategic Plan and Annual Implementation Plan requirements and their personal needs
- ensure learning opportunities are maximised by involving the whole school community
- create opportunities for students to develop a life-long love of learning

Planning

Planning will:

- reflect the principles of an inclusive, integrated curriculum and differentiation
- reflect a balanced and sequential program that develops students' skills according to their stage of development
- provide programs based on Victorian Curriculum, the school's Guaranteed and Viable Curriculum, Scope and Sequence documents and other DET documentation
- include targeted approaches to inform differentiated learning.

Delivery

Curriculum delivery will:

- cater for different learning and individual needs
- involve the teaching of problem solving techniques
- provide learning experiences which relate to 'real-life' situations
- encourage cooperative, collaborative work and cross age mentoring
- include extension/support strategies and programs where appropriate
- involve thinking and decision making strategies
- promote the importance of positive teacher and peer modelling
- utilise parental assistance as a valuable resource where appropriate.
- reflect appropriate values
- encourage and support risk taking
- incorporate and embed learning technologies into programs

Assessment

Assessment will:

- be an integral part of the teaching and learning program
- provide evidence for future program planning
- provide effective feedback for students
- provide the opportunity for students to reflect on their learning and develop goals
- allow students to demonstrate their knowledge and understandings
- reflect the guidelines in the *Assessment* and the *Reporting to Parents Policies*
- provide a whole school transition of significant student assessment data between levels
- meet DET requirements
- Please refer also to the school's *Performance and Development Policy*, the *Framework for Improving Student Outcomes Policy*, the *Curriculum Framework Policy*, the *Assessment* and the *Reporting to Parents Policies*, the *Children at Risk Policy*, the *Vision, Mission and Values Policy* and the Child Safe Standards.

Evaluation

- This policy will be reviewed as part of the school's three-year review cycle or if guidelines change (no DET A-Z Index reference).

This policy was ratified by School Council 25/3/2019

References:

Professional Practice & Performance for Improved Learning: School Accountability and the Professional Practice & Performance for Improved Learning: Overview (December 2013) available at <http://www.education.vic.gov.au/www.education.vic.gov.au/school/principals/spag/pages/saif.aspx>