

# **Learning & Teaching Policy Elwood Primary School**



This policy was developed through significant consultation with, and contribution from the school community, including students, families, staff and the broader community that contributes to the school.

## **Rationale**

- Parents, students and school staff should help shape the aspirations for children at Elwood PS.
- The direction of the school should reflect the school community.
- The policy should provide a framework for all decision-making in the school and be informed by educational best practice and research.

## **Beliefs**

- At Elwood PS we are committed to the educational, social and emotional development of young people and all members of the school community.
- Our focus is about the growth of the whole child and all aspects of their learning journey.
- We value a personalised curriculum that places the child at the centre of learning and teaching.
- We respect the experiences that the child and their family bring to the classroom.
- Involving the community in the school, and the positive impact this has on learning, is a major focus.

## **Aims**

- To implement a curriculum that ensures our students are highly literate and numerate, critical thinkers and problem solvers, who are creative and have a love of learning.
- To ensure that our students develop a positive sense of self-worth, confidence and wellbeing through a focus on the values of resilience, respect, empathy, integrity and responsibility, and that they develop the lifelong skills to make friends and be happy.
- For our 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 makes up modern Australia.
- To engage our students in a rich and well-rounded educational experience that promotes creativity and an active healthy lifestyle.

## **Key Strategies**

- A comprehensive approach to student wellbeing continues as a primary focus
- Relational Learning is reflected in all aspects of the school
- Literacy & Numeracy teaching ensures that children are engaged in authentic, purposeful tasks that focus on building a deep understanding of the concepts, skills and strategies needed to applying learning and solving problems
- A personalised curriculum is adopted in all curriculum areas
- The Australian Developmental Curriculum/Walker Learning Approach is adopted from P-2
- An inquiry learning approach is adopted from 3-6
- Students are taught at their point of need
- Comprehensive assessment strategies are adopted so teachers can inform their teaching and identify student needs and progress.
- To achieve innovation in our ICT competencies across the curriculum

- To provide our teachers with resources and professional learning opportunities to ensure they have the knowledge, skills and ability to deliver on the policy aims and strategies
- Creative play and “natural pedagogies” are an important aspect of our school and curriculum
- Coaching and mentoring are used as improvement tools for both staff and students
- Leadership opportunities are provided for students so that they play a major role in the school
- A focus on the Arts helps underpin authentic learning and creative expression through the school
- The philosophy of the Stephanie Alexander Kitchen Garden Program continues as a major focus at the school
- Environmental awareness and stewardship of the natural environment are key elements of student learning
- A focus on helping students to be active and healthy
- A focus on parent participation and involvement in all aspects of school life is encouraged and fostered

### **References for terms used in this policy:**

- **Personalised curriculum:** Otero, G., West-Burnham, J. (2009) *Leadership for personalising learning: critical shifts in understanding*. CSE Seminar Series.
- **Relational Learning:** Otero, G., Csoti, R., Rothstadt, D. (2011) *Creating Powerful Learning Relationships: a whole school community approach*. Hawker Brownlow Education.
- **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.
- **Stephanie Alexander Kitchen Garden Program:** [www.kitchengardenfoundation.org.au](http://www.kitchengardenfoundation.org.au)

### **Policy Review**

A formal review of the policy is to take place every three years and be conducted by the strategic planning and policy review subcommittee who will make recommendations to School Council.