

Learning & Teaching Policy

Philosophy

Highly effective learning and teaching is delivered through skilled teachers who are able to articulate what they do and why they teach the way they do. Their knowledge and understanding of how students learn is based on best practice and is deepened through reflective practice and highly effective professional learning. Effective teachers see themselves as life-long learners and are responsive to the ever changing needs of 21st century learners.

Constructivist learning and teaching is a process where learners engage in activities that facilitate the construction of meaning and knowledge. Constructivist learning and teaching fosters critical thinking and creates motivated and independent learners and is the learning theory that underpins the Inquiry Learning Philosophy.

High levels of literacy and numeracy are essential if students are to build their skills, knowledge and understandings in all domains and at all stages of learning. Students need to understand and use specialised vocabulary, use and create texts, problem solve and organise, and interpret and represent data. While literacy is developed primarily in the English domain and numeracy is developed primarily in the Mathematics domain, these capabilities must be reinforced, strengthened and integrated in all domains and at all stages of learning.

Effective leadership practices that support improvement in literacy and numeracy

At Wilandra Rise Primary School, leaders have a significant role in fostering and supporting quality teaching through coaching and mentoring teaching staff, promoting a culture of high expectations, building a whole-school approach to improvement, and through creating and sustaining an inclusive learning environment and a strong belief that every child can learn.

All leaders of Literacy and Numeracy at Wilandra Rise Primary School need to:

- focus on teaching and learning. Effective instructional leaders need a deep understanding of the disciplinary and pedagogical content knowledge that effective teachers of literacy and numeracy require to meet the needs of all students
- identify appropriate school, network, regional and system-wide professional learning opportunities that will enable all teachers to continue to build their capacity to improve literacy and numeracy outcomes. This includes professional learning teams to encourage collaboration; and teacher coaching, focusing on improving individual teacher planning, instruction and reflection practices
- establish and maintain a whole-school approach to literacy and numeracy teaching to ensure continual improvement in student learning
- regularly analyse and monitor student literacy and numeracy achievement data to identify successes, needs and areas for improvement at a whole-school level.

Wilandra Rise Primary School Policy Statement

- promote a culture of high expectations for students, parents and staff and support the creation of a rich learning environment that encourages the achievement of these expectations
- ensure that appropriate, sufficient and up-to-date resources are available

Effective teaching practices that support improvement in literacy and numeracy

All **teachers** at Wilandra Rise Primary School are to –

- establish structures and routines to support a daily literacy block, with a focus on explicit teaching where students are taught at the point of need
- articulate high expectations for every student, set timely, realistic and challenging learning goals and write Individual Learning Improvement Plans for all students
- select instructional practices that scaffold the learning for all students to reach their maximum capacity in literacy and numeracy, including the whole, part, whole model
- ensure that Literacy and Numeracy sessions are taught daily
- possess pedagogical knowledge and discipline content knowledge of the learning domains and use this information in planning and instruction
- have deep understanding of the essential literacy and numeracy knowledge, skills, understandings, behaviours that students require at their stage of learning and how they are developed
- have a deep understanding of assessment strategies
- use a wide range of evidence-based assessment instruments appropriate to the stage and domain of learning
- provide ongoing, constructive feedback to enable students to build their knowledge and understanding
- monitor and analyse student data to identify student strengths, needs and focus for instruction, including the identification of need for one-to-one, or small group support or extension
- establish an authentic purpose for learning and ensure students understand that purpose
- plan for and dedicate focused time for the explicit teaching of literacy and numeracy and allow ample opportunities for students to engage independently in authentic literacy and numeracy tasks
- facilitate knowledge sharing through high quality on line systems such as the Fuse
- integrate ICT as a learning tool in all areas of the curriculum

Parents and families

Involvement in schools by parents and carers help children achieve the best possible learning outcomes. Parents are invited to participate in school life, both formally and informally, through volunteering to assist with literacy and numeracy programs, school council and committees and parent associations.
Policy Review.

Evaluation

A formal review of the policy is to take place every three years as part of the school's review process.