ESSEX HEIGHTS PRIMARY SCHOOL
LEARNING AND TEACHING POLICY

Rationale

Essex Heights Primary School offers a comprehensive, differentiated curriculum to cater for the diverse needs and different stages of development of all our students. We develop and extend students' knowledge, skills and thinking, embrace their passions and provide the students with choice and challenge. We, at Essex Heights PS, embrace a student-centred approach, in partnership with parents and guardians.

Guidelines

The school will:

- provide a learning environment that is supportive and productive

- create a learning environment that promotes independence, interdependence and self-motivation

- ensure students' needs, backgrounds, perspectives and interests are reflected in the learning program

- challenge and support students to develop deep levels of thinking and application

- implement assessment practices which are an integral part of teaching and learning

- connect learning with the local and broader community

- develop a range of communication, negotiation, conflict resolution and cooperative teamwork skills

Implementation

- The Curriculum is differentiated using the Victorian Curriculum continua. Differentiation is embedded in the learning program through complexity of concept (breadth) and level of thinking (depth).

- Leaders and teachers focus on high impact improvement initiatives to improve student outcomes, using The Victorian Teaching and Learning Model (VTLM). This model ties together:

    o A vision for Learning

    o The Practice Principles

    o The Pedagogical Model

    o High Impact Teaching Strategies

https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/Victorianteachingandlearningmodel.aspx

- Thinking is taught explicitly and applied across the curriculum incorporating the High Impact Teaching Strategy (HITS) of Metacognitive Strategies, the Proficiencies in Mathematics and structuring learning intentions and success criteria using SOLO Taxonomy.

- A School-Wide Positive Behaviour Support (SWPBS) approach is actively undertaken to create a learning community that promotes the social and emotional wellbeing of our students. Emotional Intelligence/Literacy is specifically developed through the ArtSEL program and The Resilience Project.

- Digital Literacy and Cyber-safety are taught explicitly and embedded in learning programs to engage students in creating new knowledge and understandings.

- Assessment as, for, and of learning is designed to monitor and support student learning; catering for individual learning styles, modalities and preferred intelligences. Students are encouraged to become meta-cognitive learners.

- The school, in acknowledging that curriculum is dynamic, will be responsive to research developments and initiatives.

- The Leadership Team, together with staff will ensure that regular Professional Development is undertaken to support individual and team learning goals in developing exemplary classroom practise. New learning theory and initiatives will be incorporated where appropriate and suited to the school's needs.

Evaluation

This policy will be reviewed as part of the school's review cycle.

George Perini   Jennifer Bittner

Principal   School Council President

School Council – May 2021