Teaching & Learning

Holy Spirit Community School North Ringwood

<u>PREAMBLE:</u>
Melbourne Declaration on Educational Goals for Young Australians:
Goal 2:
All young Australians become successful learners, confident and creative individuals, and active and informed citizens.
Australian governments commit to working in collaboration with all school sectors to support all young Australians to become:
– successful learners
– confident and creative individuals
– active and informed citizens.

<u>The DESIGN PRINCIPLES of EDUCATION of HOLY SPIRIT COMMUNITY SCHOOL:</u>
(Developed by the staff of Holy Spirit, August 2014)

- Gospel values are the foundation for our teaching and learning
- Educators have a deep knowledge of students' individual differences in order to nurture and enhance learning
- Assessment is critical to the learning and teaching process. It guides and informs the design and implementation of personalised student leaning
- Engaging and authentic learning experiences develop and prepare students to function effectively and contribute to the contemporary world
- A safe and happy learning environment provided in collaboration with the community is integral to the development of the whole child
- Learning is enhanced when connections are made between staff, students, families and the wider community building a culture of understanding and trust

<u>RATIONALE:</u>

Student learning is fundamental to achievement and self-esteem. At Holy Spirit Community School we believe that all students have the ability to learn and to progress as independent learners, supported by a wide range of learning and teaching styles within a caring environment. The provision of learning opportunities is the core responsibility of staff, parents and the students themselves.

<u>AIMS:</u>

At Holy Spirit Community School we aim to develop the whole person by providing all students with the learning opportunities and experiences that they individually require. Teaching & Learning at Holy Spirit Community School aims to support and enable learning in the contemporary world. (Appendix 1. *Contemporary Learning Schema (Horizons of Hope).*)

Holy Spirit recognises that students learn most effectively when:
- A safe and happy learning environment is provided which caters for a <u>balance</u> in the growth of the 'whole person'
- Information about cultural background and experiences are valued and there is a strong ongoing relationship within the school community and between home and school
- The teacher is a demonstrator, facilitator and mentor
- Opportunities are provided which allow them to express their individuality, to work and think independently, and to be intellectually stimulated
- Individual learning styles are recognised and accommodated within an inclusive curriculum
- They are given thinking time to allow them to process and internalise information, acknowledging the developmental nature of the learning process;
- They are encouraged to become risk takers with their learning
- They are skilled for a constantly changing and challenging world
- Teachers encourage and provide opportunities for them to make choices in some aspects of their learning
- Constructive and practical feedback is provided.

IMPLEMENTATION:

Learning Statement:
Students learn best when a safe and happy learning environment is provided which caters for a <u>balance</u> in the growth of the 'whole person'.

Teaching Practice:
At Holy Spirit we …
- Provide an environment that encourages belonging to and respect for the faith community
- Model our beliefs and behaviour
- Explain and reinforce our school rules in assemblies, through the S.R.C., parent newsletters and a consistent approach in the classroom
- Sustain a comprehensive Student Welfare program
- Provide a buddy system
- Incorporate Social Emotional Learning into various aspects of our curriculum
- Acknowledge and celebrate individual achievements through school assemblies, awards, praise and positive reinforcement
- Display a mutual respect between staff and students by addressing one another on a first name basis.

Learning Statement:
Students learn best when information about the child's cultural background and experiences are valued and there is a strong ongoing relationship within the school community and between home and school.

Teaching Practice:
At Holy Spirit we …
- Conduct Parent/Teacher discussions early during Term 1 in order to obtain relevant information about students and establish goals for future learning

- Provide ongoing student welfare
- Listen and respond to parents' concerns
- Conduct mid-year interviews to provide teacher feedback on student outcomes
- Utilise student diaries as a means of communication, from Grades 3-6
- Plan and teach units of work which encompass issues of self- identity

Learning Statement:
Students learn best when the teacher is a demonstrator, facilitator and mentor.

Teaching Practice:
At Holy Spirit we …
- Provide a variety of rich, open ended learning experiences
- Provide students with some opportunities to control the direction of their learning
- Provide encouragement, feedback and support
- Assume the role of co-learner by modelling learning behaviours and thinking strategies
- Provide scaffolding for teaching-learning experiences to assist with developing independence in all subject areas
- Model problem solving strategies with students by "thinking aloud"
- Provide a supportive learning environment which allows maximum opportunities for students to succeed.

Learning Statement:
Students need opportunities to express their individuality, to work and think independently, and to be intellectually stimulated.

Teaching Practice:
At Holy Spirit we …
- Provide students with the opportunity to share ideas, feelings, beliefs, strategies and knowledge
- Undertake pre-assessments and use individual student data to find starting points for student learning
- Provide classroom strategies which develop cooperative and collaborative skills
- Acknowledge originality and creativity
- Incorporate a variety of activities in planning to cater for individual learning styles
- Encourage students to express their views and allow them to participate in decision making processes
- Provide open-ended tasks
- Encourage and support staff in the 'Inquiry Process' through curriculum documentation and delivery.
- Embed the use of ICT as a tool to express and demonstrate learning

Learning Statement:
Students learn best when individual learning styles are recognised and accommodated within an inclusive curriculum.

Teaching Practice:
At Holy Spirit we …
- Provide a balance of individual, small group and large group activities
- Use the Integrated Inquiry Approach to develop units of work encompassing a variety of subject areas and learning disciplines, incorporating a balance of learning activities
- Encourage and incorporate a variety of learning styles in planning
- Provide students with opportunities to participate in a variety of programs across the curriculum (Including Inter-school Sport, Maths Intervention, Reading Recovery and private Music programs) which will develop their individual needs.

Learning Statement:
Students learn when they are given thinking time to allow them to process and internalise information, acknowledging the developmental nature of the learning process.

Teaching Practice:
At Holy Spirit we …
- Provide meaningful pre assessment activities and tasks
- Cater for a variety of learning styles when planning
- Allow time to process information and practice new skills
- Revise and consolidate concepts
- Allow for thinking time, where students reflect on their learning
- Comprehensively evaluate and document progress
- Plan using an Inquiry Approach through an Integrated Curriculum.

Learning Statement:
Students should be encouraged to become risk takers with their learning.

Teaching Practice:
At Holy Spirit we …
- Encourage all students to develop a growth mindset
- Provide open-ended activities
- Support student attempts – "It's okay to make a mistake"
- Encourage students to attempt to take responsibility for their own learning
- Provide the scaffolding to allow students to feel safe/secure enough to take risks
- Model and demonstrate learning behaviours
- Encourage a "Have a go" approach.

Learning Statement:
Students learn best when they are skilled for a constantly changing and challenging world.

Teaching Practice:

At Holy Spirit we …

- Value self-assessment and personal reflection
- Encourage positive and constructive peer feedback
- Teach skills and processes enabling students to self-assess and set achievable goals in preparation for further learning
- Provide access to information technology
- Teach information skills which require students to learn how to learn – higher order thinking skills
- Encourage students to express their learning in a range of ways
- Deliver a "hands on" approach to learning, where appropriate
- Encourage staff to constantly and consistently update their own knowledge and skills
- Have high expectations of student achievement.

Learning Statement:

Students learn when teachers encourage and provide opportunities for them to make choices in some aspects of their learning.

Teaching Practice:

At Holy Spirit we …

- Provide opportunities of choice between different activities
- Allow students to select their own study/research topics
- Provide options and alternatives for students when presenting their work
- Provide regular opportunities for staff to plan and receive professional guidance in the Inquiry Process which further enables students to work at their own level.
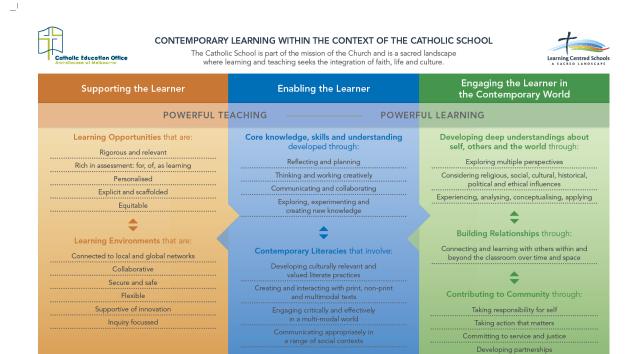
EVALUATION:

- This policy will be reviewed and updated as part of the ongoing School Improvement Plan.

This policy was originally endorsed by the School Board in …

This policy was updated and reviewed by staff: May 2008. December 2012.,June 2013, August 2014

Appendix 1

CONTEMPORARY LEARNING WITHIN THE CONTEXT OF THE CATHOLIC SCHOOL

The Catholic School is part of the mission of the Church and is a sacred landscape where learning and teaching seeks the integration of faith, life and culture.

Supporting the Learner	Enabling the Learner	Engaging the Learner in the Contemporary World
POWERFUL TEACHING		POWERFUL LEARNING
Learning Opportunities that are:	**Core knowledge, skills and understanding** developed through:	**Developing deep understandings about self, others and the world** through:
Rigorous and relevant	Reflecting and planning	Exploring multiple perspectives
Rich in assessment: for, of, as learning	Thinking and working creatively	Considering religious, social, cultural, historical, political and ethical influences
Personalised	Communicating and collaborating	Experiencing, analysing, conceptualising, applying
Explicit and scaffolded	Exploring, experimenting and creating new knowledge	
Equitable		
Learning Environments that are:	**Contemporary Literacies** that involve:	**Building Relationships** through:
Connected to local and global networks	Developing culturally relevant and valued literate practices	Connecting and learning with others within and beyond the classroom over time and space
Collaborative	Creating and interacting with print, non-print and multimodal texts	
Secure and safe	Engaging critically and effectively in a multi-modal world	**Contributing to Community** through:
Flexible	Communicating appropriately in a range of social contexts	Taking responsibility for self
Supportive of innovation		Taking action that matters
Inquiry focussed		Committing to service and justice
		Developing partnerships
		Active citizenship

Contemporary Tools used for: **Research, Thinking and Analysis** — **Publishing** — **Communication and Collaboration** — **Design**