

Teaching and Learning Policy

The aim of the Victorian Curriculum F-10 is a curriculum that enables students to inquire and develop the transdisciplinary skills needed for the 21st century. Through the Victorian curriculum students at Tucker Road Bentleigh Primary School learn and demonstrate the skills to become responsible global citizens.

The Victorian Curriculum is outcome based and measures how well students have learned what they have been taught. It provides a whole school approach to curriculum delivery and the assessment of student learning. However this curriculum does not prescribe what teachers will teach and how they will teach it. Highly Effective Professional Learning (HEPL) provides teacher with the pedagogical understanding and learning to guide best practice and framework models such as, the school's Instructional Model, High Impact Teaching Strategy (HITS) and Practice Principles are a reference point for school leaders and teachers to develop a deeper understanding of what constitutes high quality teacher practice in the classroom. The Principles of Learning and Teaching (PoLT) and the E5 Framework provide practices for teachers to articulate which can be used by schools, teams of teachers and individuals to reflect on their practice and support professional dialogue to strengthen pedagogical practice.

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 of 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 model utilised at TRBPS.

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 Tucker Road Bentleigh 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 Tucker Road Bentleigh Primary School:

-  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
-  supporting the integration of the e5 reflective practice framework into teaching practice
-  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
- ✚ 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
- ✚ facilitate knowledge sharing through high quality DET approved online systems and platforms.

Effective teaching practices that support improvement in literacy and numeracy

All teachers at Tucker Road Bentleigh Primary School:

- ✚ 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 a Maths session is 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 balancing of assessment for, of and as learning
- ✚ 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 (learning intentions) and ensure students understand that purpose and the learning goal for each session
- ✚ 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.

Parents/Carers and families

Involvement in schools by parents and carers helps 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.

Please note: If you are interested in volunteering at Tucker Road Bentleigh Primary School to assist the camping program you will be asked to apply for a Working with Children (WWCC) check and complete a Parent/Carers Helpers Course. For more information about the WWC check, see: [Working with Children](#)

You will also need to sign our Child Safe Standards Commitment statement at the front office prior to beginning any volunteer work. For further information please go to: <http://www.education.vic.gov.au>