



MONMIA PRIMARY SCHOOL  
- Learn and Achieve -

# Teaching and Learning Policy

Monmia Primary School

This policy was last presented to School Council in: October, 2022  
School Council President: Amanda Deakin

Rationale	<p>The teaching and learning process is critical in providing the guidance and direction in reference to what needs to be taught and understood by students. This process complements and reinforces what students know and what they are capable of. It provides information about what needs to happen for students' future learning and development.</p>
Aim	<ul style="list-style-type: none"><li>• Provide a supportive and engaging learning environment where students and staff members are engaged in quality learning opportunities and experiences.</li><li>• Deliver structured routines that allow for reflective practices and feedback to be given and acted upon.</li><li>• Recognise that all students have different abilities and structures are put into place that acknowledge the effort each student puts into their work.</li><li>• Improve student learning by accurately determining areas of future need, as well as areas of current exemplary performance.</li><li>• Ensure that all areas of the curriculum are being implemented according to the Framework for Improving Student Outcomes model (FISO 2.0).</li></ul>
Implementation	<ul style="list-style-type: none"><li>• Provide an orderly and supportive learning environment where students continue to develop their skills and knowledge, foster a positive growth mindset which promotes risk taking, ensuring celebration of success and achievements.</li><li>• Ensure that school improvement and performance will be based on the FISO 2.0 framework</li><li>• Develop a guaranteed and viable curriculum based on the Victorian curriculum, where essential learnings are identified for each year level.</li><li>• Plan and teach collaboratively with a consistent approach, ensuring that there are protected time slots for the deliverance of the English and Mathematics programs.</li><li>• Ensure that teaching and learning programs reflect the interest and capabilities of all the students and provides a range of experiences in order for them to consolidate and extend their knowledge and understanding of a particular curriculum area.</li><li>• Implement programs using the Gradual Release of Responsibility model, modelling explicitly to students, supporting and working with students and then allowing opportunities for independent application of skills and concepts.</li><li>• Use Learning Intentions and Success Criteria developed with the students which clearly outline the expectations of lessons and what needs to be learnt.</li><li>• Cater for individual student learning needs by providing meaningful and appropriate feedback and the development of goals through conferring and whole class reflection time.</li><li>• Plan and adjust classroom practice in accordance with the High Impact Teaching Strategies (HITS).</li><li>• Ensure that planned units of work cater for students' different learning abilities and styles.</li><li>• Utilise and benefit from the observations, guidance and feedback provided by Literacy and Numeracy school based coaches, and Instructional Leaders.</li><li>• Provide opportunities for students to work independently and collaboratively with others when learning and applying different processes and phases of problem solving, ensuring that quality time is planned for.</li></ul>

- Seek students' input about what they are unsure about and to where their future learning needs to be directed.
- Provide a wide range of materials, equipment and learning technologies to assist in the delivery of English, Mathematics, Science, Languages, the Arts, Health and Physical Education as outlined in the Victorian Curriculum.
- Implement the whole school approach and commitment to What I Need(WIN) time.
- Engage in the opportunities to be involved in co-teaching and peer observation practices which will allow teachers to build upon their professional learning and to provide additional time and support to all students.
- Be involved in collaborative teaching and learning experiences.
- Engage in continuous professional learning opportunities through collaborative planning, staff professional learning forums and peer observation opportunities, reinforcing the school priorities as outlined in the Annual Implementation Plan and in the School Strategic Plan.

Evaluation

Policy Last Reviewed

October 2022

Approved

Principal

Consultation

October 2022 School Council

Next Review Date

October 2024. Every 2 Years.