Mansfield Primary School
Teaching and Learning Policy

BASIC BELIEF

Mansfield Primary School community believe that teaching and learning practises should improve the learning outcomes of all students. Our vision is to develop caring, happy individuals who have the skills and positive attitudes to be lifelong learners in the community in the 21st century. The school recognises the dynamic nature of education and strives to improve its curriculum, facilities and resources to ensure the program offered provides students with essential skills and strategies to meet the challenges of our ever-changing society.

IMPLEMENTATION

1. The school will provide a range of teaching and learning experiences and strategies that will:
   - Encourage students to inquire, take risks, collaborate, solve problems and reflect on their own learning
   - Use inquiry processes, experimentation, problem solving techniques, co-operative learning, creative activities and open-ended tasks
   - Encourage students to become responsible, thinking, productive citizens
   - Develop self-esteem, confidence, motivation, creativity, individuality and independence which are central to student learning
   - Promote excellence in learning through targeted teaching and differentiation
   - Develop student potential using explicit targeted teaching to support and develop learning.

2. The school will offer a curriculum which:
   - Is authentic, meaningful, has purpose and articulates clear expectations
   - Reflects new initiatives and follows AUS VELS
   - Cater for the intellectual, physical, social and emotional needs of each child through a comprehensive and inclusive curriculum
   - Provide opportunities for students to negotiate, interact, make choices, and be engaged in open ended, hands-on tasks
   - Recognises that children learn at different rates, development levels and have different learning styles
   - Involve students in the planning, organisation and evaluation of their learning
   - Is well planned, evaluated and reviewed continuously
   - Builds upon previous learning and provides programs and activities that develop students’ skills and cater for individual needs.

3. The school will provide a learning environment that will:
   - Enable each student access to a range of learning experiences in a co-operative, mutually respectful, positive, flexible classroom where student ownership is valued
   - Foster a supportive, secure, purposeful, challenging classroom environment that promotes success for each individual
   - Be physically attractive and conducive to student learning in a colourful and stimulating manner
   - Develop routine and structure
   - Develop home/school and community links
   - Encourage regular feed back and the opportunity to reflect on the learning process and individual performance
   - Support the professional development of staff and parents
   - Be adequately resourced
   - Celebrate success and achievement
   - Establish shared classroom and school values.
4. The school will provide systems to support teaching and learning by:
   - Scheduling shared planning time for staff to work as a team, share ideas and to achieve common goals
   - Taking into account teacher health
   - Valuing and utilising the diversity of staff, parents and students
   - Keeping class sizes in line with, or better than, DEECD recommendations
   - Providing physical facilities to allow for teaching/classroom flexibility
   - Providing adequate program resources
   - Disseminating information effectively via staff bulletins, email, staffroom whiteboard and meetings attempting to keep interruptions to a minimum
   - Developing individual student files that will be passed on to the next class teacher at the end of year (early December)
   - Allocating staff roles in a fair and equitable manner
   - Creatively utilising resources to assist in the establishment and implementation of an assessment schedule
   - Developing whole school calendar of events
   - Developing and implementing a School Structure policy
   - Providing ongoing curriculum and policy evaluation via cyclic annual implementation plan, strategic planning and school charter reviews
   - Encouraging networks with other schools
   - Utilising staff expertise.

This policy was ratified by the Mansfield Primary School Council on 24/12/2013.

Review Date: 24/12/2016
EXAMPLES OF TEACHING AND LEARNING STRATEGIES AT MANSFIELD PS

Teacher directed
Student directed
Expert groups
Think-pair-share
Reciprocal teaching
Contracts/negotiated curriculum
Reflective journals
Thinking hats
Co-operative groups
Graphic organizers
Cross-Age tutors
Buddies
PMI’S
Question matrix
Thinkers cards
Share time
Story maps
Y charts
Jigsaw
Thinkmat
Movement
Role play
Bloom’s Taxonomy
Gardiner’s Intelligences
Open-ended tasks
Thinking skills
Concrete/hands on tasks
Inquiry approach
Research
Visual
Kinesthetic
Mind mapping
Process approach
Venn diagrams
Individual learning
Flexible grouping
Mixed ability groups
Lane Clark
Peer mentors
Target teaching
Brainstorming
Concept mapping (pre/post)
Whole-group-whole
Integrated curriculum
ICT
Experimentation
Community experts
Drama
Thinkers Keys
Habits of the Mind
Rubrics/criteria
Digital portfolios
Learning quests
Web quests
Interactive whiteboards
Quality e-learning
Discovery learning
Activity based/So What