



Leanyer School Teaching and Learning Policy

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1 RATIONALE

At Leanyer School we are building a school culture inspired by the Reggio Emilia philosophy and approaches. We hold shared high expectations that every student will learn and achieve positive outcomes. We are actively developing children's creativity and social and emotional competencies to enable them to thrive and contribute in the 21st century. We know the key to improving outcomes for all our students is highly effective teaching and together we have a whole school community focus on improving our ability to meet the learning needs of all our children through core learning priorities based on the following principles:

- Children are citizens from birth. They are intelligent, strong, capable, and ambitious.
- The role of the teacher as observer, listener, learner, nurturer, partner, and instigator of learning opportunities.
- Strong relationships among children, teachers, parents, and the community
- Curriculum which is driven by the real-world context and emergent learning experiences
- Rich documentation of children's work and progress
- The role of the well-planned environment and materials
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2 PURPOSE

The purpose of this Policy is to:

- Support excellence in teaching and learning consistent with the Leanyer School values, Innovation Statement and strategic priorities
- Support the Melbourne Declaration on Education Goals for Young Australians
- Ensure accountable delivery of the Australian Curriculum, The Early Years Learning Guidelines and the Curriculum, Pedagogy, Assessment and Reporting requirements of the NT Board of Studies
- Support and promote the Department of Education strategic ambition that 'Every child in the Northern Territory has the best start in life and, through early learning and school education, gains a bright future'
- Support the Leanyer School Community to adhere to relevant sections of the Education Act

3 POLICY

All members of the school community will support teaching and learning which is in accordance with our School innovation statement, shared values and Strategic Improvement Plan 2018-2022.

Innovation Statement

Leanyer School, in partnership with parents and community, will provide an education vital to students' achievement as individuals and citizens in the 21st century. Our curriculum will emphasise creativity, collaboration, innovation and leadership. Students will be provided rich and diverse opportunities to develop the broad cultural understandings and skills in social harmony necessary to contribute as successful global citizens.

Values

Achievement	Take responsibility for always doing your best.
Curiosity	Ask questions of yourself and others and listen to new ideas
Respect	Care for yourself, others and the environment.
Collaboration	Work and learn with others to achieve goals.

3.1 Whole School Approaches

All members of the Leanyer School Community will adopt and implement this policy and the following whole school approaches and practices:

- Reggio Emilia inspired philosophy and practices
- Age Appropriate Pedagogies Approaches and Characteristics
- Essential Fluencies for the Digital Age ¹

3.2 Accountability

All Leanyer school teachers are accountable to Plan, Teach, Assess and Report according to the Australian Curriculum, School priorities and the NT Board of Studies

Requirements:

- Australian Curriculum - from 2016 all NT schools will use the Australian Curriculum to plan, teach, assess and report learning
- Northern Territory Curriculum Framework- Schools and teachers will continue to use the Northern Territory Curriculum Framework to:
 - plan, teach, assess and report on Indigenous Languages and Culture
 - plan, teach and assess English as a Second Language and use the Australian Curriculum EAL/D phases to report to parents
- Leanyer School will make reasonable adjustments to accommodate students with disability and ensure that a student's disability does not predetermine his/her educational placement. The school will ensure that every student with disability has the right to appropriate curriculum and assessment through the development of an individualised education adjustment plan or an appropriate plan.

¹ 21st Century Fluency Project <https://globaldigitalcitizen.org/essential-fluencies-imagine-future-schools>

- Northern Territory schools are expected to:

Curriculum

Provide a curriculum that maximises the capacity of all students to demonstrate achievement of Year/ Band Level Achievement Standards *or* NTCET subject specific Performance Standards and develop the capabilities that will enable them to be successful learners, confident and creative individuals and active and informed citizens (Ministerial Council on Education, Employment, Training and Youth Affairs, 2008).

Pedagogy

Use evidence based teaching and learning pedagogies to ensure students achieve their recognised learning goals and targeted outcomes.

Assessment

Assess, monitor and evaluate students' progress and achievement against curriculum year /band level achievement standards or NTCET subject specific assessment requirements and Performance Standards using processes to support consistency of teachers' judgement.

Reporting

Communicate learning progress and achievement to students, their families and the community in a timely and appropriate way.

4 IMPLEMENTATION

The Implementation of this policy will be managed by the School Leadership Team. Implementation will be guided by both the School Curriculum Plan and Learning and Teaching Guidelines.

5 DEFINITIONS

Whole School Approach	Whole school approach: A whole school approach is mandated, cohesive, collective and collaborative action in and by a learning community that begins with the development of shared values and is strategically constructed to improve learning, wellbeing and social harmony and the conditions that support these
Whole-school curriculum and assessment plan	A whole-school curriculum and assessment plan records curriculum-related data that identifies core skills and content taught, processes employed, and assessments used for each subject area and year level
Assessment	Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning. Assessment focuses on what students know and what they are able to do. Assessment is a part of planning, focuses on how students learn and is essential to classroom practice
Achievement Standards/National Standards	The achievement standards indicate the quality of learning that students should typically demonstrate by a particular point in their schooling relative to the performance of the student's peer group The use of these achievement standards as a common reference point for reporting to parents will contribute to national consistency in reporting across the Territory and Australia
English as a Second Language (ESL)	ESL English is not a learning area from T – 9 and students are not allocated an A–E grade for this additional language learning. Students are learning English as an additional language or dialect (often referred to as ESL English) as they study learning area content
English as an Additional Language/Dialect (EAL/D) Learning Progression	The EAL/D Learning Progression describes four broad four phases of English language learning: Beginning, Emerging, Developing and Consolidating
Educational Adjustment Plan (EAP)	An Education Adjustment Plan is used to identify the educational adjustment needs that are provided by the school, in order to meet the teaching and learning needs of students who are gifted and/or have a disability. Students who are gifted and/or have a disability are acknowledged as having particular learning needs and require adjustments to their educational program, so that they remain engaged, focused and active learners
Orderly Learning Environment	Orderly learning environment: the school maintains a learning environment that is safe, respectful, respectful, inclusive and promotes intellectual rigour. Classrooms are calm with minimum disruptions to teaching time. High levels of trust are apparent across the school community. Interactions are focused on the learning and wellbeing of students and on continually improving the school's ability to meet the needs of all students ²

² National School Improvement Tool. Australian Council for Educational Research www.acer.org

6 ROLES & RESPONSIBILITIES

All staff are to:	<p>Provide safe, dynamic and inclusive learning environments (including both indoor and outdoor spaces)</p> <p>Explicitly model and promote the School Innovation Statement and values</p> <p>Adopt and implement whole school approaches and procedures</p>
The School Principal will work with the Leanyer Leadership Team to:	<p>Provide leadership in strategic planning in Curriculum, Pedagogy, Assessment and Reporting</p> <p>Work in partnership with parents and the Leanyer School community to achieve the aims of this policy</p> <p>Support teachers in planning and implementing Curriculum, Pedagogy, Assessment and Reporting processes and procedures</p>
Teachers are to:	<p>Enable and foster each child's learning preferences and acknowledge their cultural and language heritage</p> <p>Develop strong and trusting relationships with their students and families</p> <p>Demonstrate high expectations of their students' learning</p> <p>Model and promote the School values, the Code of Ethics of NT Teachers and the Australian Professional Standards for Teachers</p> <p>Provide comprehensive, appropriately sequenced and differentiated curriculum for students supported by evidenced based assessment and reporting processes</p> <p>Explicitly teach the School values and Age Appropriate Pedagogies Approaches and Characteristics.</p> <p>Years 2-6 Teachers will develop and implement semester and yearly curriculum overview and planning documentation</p> <p>P-1 Teachers will plan and document according to the EYLF</p>
Parents, families and carers have the responsibility for:	<p>Working in partnership with the school to support their children's learning and development</p> <p>Being aware of the significant influence they have on their children's learning, behaviour and wellbeing</p> <p>Supporting their children's wellbeing to ensure they can learn to their potential</p> <p>Ensure that their child attends school each day as required</p> <p>Participate in reporting processes outline in School procedures</p>
Learners are to:	<p>Model the School values</p> <p>Contribute positively to the development of safe and inclusive learning environments</p> <p>Follow relevant school policies, procedures and guidelines</p>

8 RELATED POLICY, LEGISLATION & DOCUMENTS

Leanyer School	Leanyer School Curriculum Plan Leanyer School Learning and Teaching Guidelines
NT Board of Studies	Curriculum-Pedagogy-Assessment-and-Reporting-Framework
NT Teacher Registration Board	Code of Ethics for NT Teachers
Department of Education	Allocation of Government School Education (26 Semesters) Education Provision Policy English as a Second Language Policy English as a Second Language Northern Territory Curriculum Framework Excursions Policy Gifted and Talented Education Policy Homework Policy Keeping Indigenous Languages and Culture Strong Policy Length of the School Year Policy Literacy and Numeracy Improvement Policy Northern Territory Curriculum Framework (NTCF) Personalised Learning Strategies Policy Physical Activity Requirements for School Students Policy Pre-Compulsory Years of Schooling: Early Years Learning Framework Religious Instruction Policy Requirement to Provide Instruction for the Full School Year Policy Students with Disability Policy
Northern Territory	NT Education Act Anti Discrimination Act
Australian	Australian Professional Standards for Teachers Australian Professional Standards for Principals Disability Discrimination Act Melbourne Declaration on Educational Goals for Young Australians 2008 Australian Curriculum V 8.3
International	Rights of the Child