



TEACHING & LEARNING POLICY

Rationale

The Learning and Teaching Policy documents the need for quality teaching and learning for all. It provides a basis for:

1. Development of teaching skills
2. Evaluation of teaching approaches
3. Quality teaching
4. Quality learning

Aims

It is the policy of St Patrick's School to cater for the overall development of the child using approaches that ensure quality teaching and learning will be adopted for all students in the school. Teaching will be innovative, developmentally orientated, thoughtful and reflect the values and beliefs of the local Faith community.

This policy outlines the purpose for each key learning area and outlines the teaching and learning approaches that St Patrick's School employs and values.

Key Learning Area Statements:

Religion

St Patrick's School is a Catholic school and as such has Christ at its central focus in every aspect of its existence. We hope our students will develop a sense of belonging, active participation and witness within the school, parish and local community. The essence of Religious Education is the expression of how God is revealed in life, scripture, tradition and liturgy. Religious Education is concerned with the development of relationships and is addressed much more broadly than in Religious Education lessons only. *Religious Education* is central to and gives direction to all other curriculum areas. It aims to develop in our children an awareness of and belief in God, themselves, others, our world and the Catholic Christian Community.

Foundation Statements-

Kindergarten- Students respond to the wonder of God's creation. They express an understanding that God is with them and are able to communicate that they are created and loved by God. They engage with scripture stories and recognise the Bible as the Sacred Scripture of the Christian community. They name Mary as the Mother of Jesus. Students demonstrate growing familiarity with key signs, symbols and rituals of the Catholic Tradition. Students communicate some knowledge about Jesus. Students demonstrate knowledge that the Church is a community of believers which gathers to pray and celebrate. They participate in praying simple formal and informal prayers.

Years One & Two- Students are open and responsive to the presence of God in their lives, the lives of people, the Church and the whole of creation. They demonstrate growing familiarity with scripture stories and a reverence for the Bible. They recognise the role of Mary in the life of Jesus. Students identify some symbols, signs and rituals of the Catholic tradition and the key times of the Liturgical Year. They express an understanding of God as loving and forgiving. They demonstrate a developing knowledge and understanding of the sacraments of initiation and the sacrament of Penance. They communicate an understanding of being forgiving and relating in a Catholic celebrating community. They begin to articulate an understanding that following Jesus is living according to the message of Jesus. Students demonstrate developing knowledge and understanding of Jesus and his teachings. They identify holy people and saints as people who reflect God's goodness. They are able to identify Christian ways of relating to others. Students demonstrate an understanding and appreciation of the Church as a community which continues the mission of Jesus. They demonstrate familiarity with formal prayers and are able to compose and pray simple prayers.

Years Three & Four- Students name God as Father, Son and Holy Spirit. They value the wonder and beauty of God's creation and name ways they can live in harmony with the world. They identify and explore beliefs and traditions which are founded on Scripture and expressed in the story of the Catholic Church. Students explore and describe the role and place of Sacraments and the Mass in their lives. They communicate an understanding of ways of belonging and relating in a Catholic celebrating community. Students recognise the call to respond to God in their lives and explore challenges related to this response. They identify that they are part of the Church which continues the mission of Jesus to reach out in justice to others. They understand that being Christian is living according to the message of the Scriptures as expressed through the Church's teaching and Traditions. They recognise and name the qualities of Mary and the saints and identify ways Mary and the saints responded to God. Students examine ways in which the liturgical life of the Church nourishes and challenges them to respond to the presence of God. They appreciate the importance of signs, symbol, rites and rituals within the Church. They recognise that Scripture, symbol, rites and rituals are used in celebrations within the Catholic community. They are developing a familiarity with liturgical celebrations.

Years Five & Six- Students recognise that all of creation reflects the mystery of God. They demonstrate an understanding of the Church as a faith community which is inspired by the Holy Spirit. They explore the Traditions, beliefs and history of the Catholic Church including Mary and the Saints. They recall and describe key events associated with the Paschal mystery as revealed in the Scriptures and celebrated in the sacramental life of the Church. Students explore the sacraments as key celebrations of the Christian mystery. They examine ways in which the liturgical life of the Church nourishes and challenges the Christian community in response to the presence of God. They communicate an understanding of sign, symbol, ritual and tradition as celebrated in the Church community. Students articulate ways they can respond to the Scriptures by using the gifts of the Holy Spirit to live a life of love and service. They recognise responsibility to continue the mission of Jesus by reaching out in love and justice to people. They identify and explain appropriate actions of stewardship of the earth community. They evaluate ways in which they can build the Kingdom of God. Students recognise prayer is relationship with God. They explore ways of praying in both formal and informal settings. They participate in a variety of prayers and prayer forms of the tradition using appropriate signs, symbol, rites and rituals. They are becoming increasingly familiar with a range of liturgical celebrations.

English

St Patrick's School community believes that active and effective participation in society depends on the ability to speak, listen, read, view and write with confidence, purpose and enjoyment. Our program encourages this through learning how language works and how to use it well. This enables children to develop confidence and competence to meet the demands of school, employment and further education and eventually to contribute to the political, social and cultural life of their community. Children will engage in literature, everyday and media texts and learn to think critically so as to achieve a better understanding of themselves, their culture and the contemporary world.

Foundation Statement- In English students develop knowledge, skills and understanding about English language and literature and the ability to talk, listen, read, view and write with purpose, effect and confidence. They develop knowledge of the ways in which language varies according to context and a sound grasp of language structures, spelling and grammar.* The three broad strands of English are:

- Talking and Listening
- Reading
- Writing.

Mathematics

Mathematics pervades all aspects of our lives – as citizens, in our homes and in the workplace. It deals with concepts such as number and space and studies the patterns arising from the real world and also within mathematics itself. These patterns can be used to make predictions about mathematical objects and about the behaviour of real things.

Manipulation of concrete materials is a base upon which experiences of the real world and more abstract ideas are formed and linked.

Foundation Statement- Mathematics involves the development of students' thinking, understanding, competence and confidence in the application of mathematics. The five broad strands of Mathematics are:

- Working Mathematically
- Number
- Patterns and Algebra
- Measurement and Data
- Space and Geometry.

Science & Technology

Science and Technology Education contributes to developing scientifically and technologically literate citizens who will be able to make informed decisions about their lifestyle, their environment and the kind of society in which they wish to live. Science and Technology Education prepares students for continuing studies and entry into the workforce in a variety of capacities. The Australian and International economies increasingly rely on scientific and technological developments and on a work force skilled in these areas.

Students are encouraged to adopt critical perspectives, to recognise the limitations of science and technology and to respect and share responsibility for the local and global environment.

Foundation Statement- In Science and Technology students develop competence, confidence and responsibility in their interactions with science and technology. The four broad strands of Science and Technology are:

- Investigating Scientifically
- Designing and Making
- The Natural Environment
- The Made Environment.

Creative Arts

The Arts are a valuable means of expression, communication and creativity. They explore cultural forms and traditions that have formed us as people. The Arts provide opportunities for students to investigate their identity and their place in the broader global community.

Foundation Statement- Creative Arts enables students to gain increasing understanding and accomplishment in the visual arts, music, drama and dance and to appreciate the meanings and values that each of the art forms offers personally, culturally and as a form of communication. The broad strands of Creative and Practical Arts are the art forms:

- Visual Arts
- Music
- Dance
- Drama.

Personal Development, Health and Physical Education

The lifestyle of the Mid North Coast lends itself to high participation in sport. Physical Education and Sport is a means of socialisation through sporting clubs and associated organisations.

Schools have the potential to have major impact on the level of fitness of students.

Studies show the important links between fitness, educational learning and physical well being.

Foundation Statement- PDHPE develops the knowledge, skills, understanding, values and attitudes students need to lead healthy, active and fulfilling lives. The three broad strands of PDHPE are:

- Fundamental Movement and Physical Activity
- Healthy Choices
- Self and Relationships

Human Society and its Environment

HSIE is the study of human progress in Australian society. It involves investigation of the organisation of communities at a local, national and international level in order to become well-informed citizens who are able to make critical decisions affecting the environment and economy of our society.

Foundation Statement- HSIE enhances each student's sense of personal, community, national and global identity and enables them to participate effectively in maintaining and improving the quality of their society and environment. The four broad strands of HSIE are:

- Change and Continuity
- Cultures
- Environments
- Social Systems and Structures

Guidelines

Teaching strategies will:

- ◆ Value the individual differences of students.
- ◆ Acknowledge student's learning styles, interests and talents.
- ◆ Build upon prior experiences of students, so as to provide relevance and meaning.
- ◆ Give students the opportunity to work individually, in small groups or as a whole class.
- ◆ Give students the opportunity to apply their skills and knowledge.
- ◆ Encourage and allow students to be risk takers and encourage them to see mistakes as a valuable part of learning.
- ◆ Provide students with the opportunity to be involved in their learning and to take responsibility for it.
- ◆ Maintain a positive environment where students feel valued and feel a sense of belonging.
- ◆ Acknowledge and encourage positive support and involvement between peers, teachers, families and the wider community.
- ◆ Develop skills within students allowing them to access information

Teachers must remember that learning:

- ◆ Is an interactive process.
- ◆ Is active not passive.
- ◆ Is a complex process.
- ◆ Involves thinking processes, organising and re-organising information, recalling and storing knowledge.

Guideline Indicators

To ensure this occurs:

- ◆ Parents are recognised as being the primary educators of their children.
- ◆ Parents and teachers will be recognised and affirmed as partners in education, exercising different roles and responsibilities in pursuit of a common vision.
- ◆ Teachers will cater for the individual needs of students.
- ◆ Weekly programs will be structured to take into consideration the suggested time allocation for each Key Learning Area. **See Appendix One*
- ◆ Programs will utilise a variety of teaching for learning approaches.
- ◆ Term planners and day books will be planned in advance. Programs are to be checked by the Principal once a term.
- ◆ Teachers are to use the NSW Foundation Statements and Board of Studies Syllabus as a basis for planning and teaching.
- ◆ Caring relationships will be developed between teachers and students.
- ◆ Students will be encouraged to express and discuss their ideas, develop skills in co-operative activities and share responsibilities for common tasks.
- ◆ Teachers will encourage students to develop new interests and skills while continuing to build on existing strengths and interests.

- ◆ Teachers will use approaches that will foster development of a wide range of thinking skills.
- ◆ The importance of community, home, school and parish will be recognised and affirmed throughout teaching and planning.
- ◆ The assessment of students' progress will be cumulative and ongoing, using the Whole School Assessment Plan and appropriate classroom assessments.
- ◆ Student progress in the Key Learning Areas of English and Mathematics will be monitored and recorded in individual assessment folders. Intervention will be provided if there are concerns raised from assessment results.
- ◆ Teachers will be encouraged to enhance and develop their own teaching style through attendance at formal and informal professional development.

Teachers will endeavour to provide learning experiences that:

- ◆ Are interesting, purposeful, challenging, and relevant to each student and geared to ability levels within each class group.
- ◆ Are structured to acknowledge prior knowledge and allow progression of learning from the unknown.
- ◆ Take into account the range of different learning styles.

Reflective Materials

Foundation Statements, NSW Board of Studies, 2006

Religious Education Curriculum, Lismore Catholic Education Office, 2006

Vision Statement, St. Patrick's Primary School, 1994

Positive Pastoral Care Policy, St Patrick's Primary School, 2006

Assessment and Reporting Policy, St Patrick's Primary School, 2006

This policy was last ratified by St. Patrick's School Board in....	December 2007
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Suggested Time Allocation

Appendix One

Kinder to Year 6

Key Learning Area	Time (hours)
English	6.25 – 8.75
Mathematics	5
Religious Education	2.5
Creative Arts	1.5 – 2.0
Science & Technology	1.5 – 2.0
HSIE	1.5 – 2.0
PDHPE	2.5
Additional Activities	5

*Shaded areas are compulsory

* RE lessons to be timetabled before 1:00pm

