

Learning & Teaching Policy

Brighton Primary School

1542

Background

Brighton Primary is accredited as a member of the Council of International Schools (CIS) and authorised to teach the Primary Years Program (PYP) of the International Baccalaureate. The aim of all IB programs is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The Primary Years Program is a concept driven curriculum that enables students to inquire and develop the approaches to learning needed for now and the future. Through the IB learner profile, students at Brighton Primary School learn and demonstrate the knowledge, skills and dispositions to become responsible global citizens.

Pedagogical Context

The Victorian Curriculum issued to assess student learning. The PYP provides a framework that supports teachers to design and deliver curriculum. Together the Victorian Curriculum and the PYP provide a whole school approach to curriculum delivery and the assessment of student learning.

The Victorian Curriculum is organised through the PYP Program of Inquiry. Each grade level implements six units of inquiry, which encompass all eight learning areas and the four capabilities of the Victorian Curriculum through a transdisciplinary approach.

Social constructivism is the learning theory that underpins the PYP. It is an inquiry process where learners engage and collaborate in experiences that facilitate the construction of meaning and knowledge. Constructivist learning and teaching aims to foster critical thinking and create motivated, independent learners.

Literacy and numeracy are developed through units of inquiry and stand alone units. High impact teaching strategies, including explicit teaching are used to build skills and knowledge within relevant contexts which deepen and further students inquiry and allow them to apply and transfer their learning.

Educators

Effective teachers see themselves as life-long learners and are responsive to the ever changing needs of 21st Century learners. Highly effective learning and teaching is delivered by skilled teachers who use their knowledge and understanding of how students learn. Their use of best practice is deepened through goal setting, highly effective professional learning and reflection.

At Brighton Primary School, educators have a significant role in fostering and supporting quality teaching through 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 teachers at Brighton Primary School are committed to –

- supporting the integration of the whole school instructional model into teaching practice
- establishing an authentic purpose for learning and ensuring students understand that purpose

- using inquiry learning as a stance across the curriculum and designing learning to foster learner agency
- planning for and dedicating focused time for the daily explicit teaching of literacy and numeracy and allowing ample opportunities for students to engage independently in authentic literacy and numeracy tasks
- integrating ICT as a learning tool in all areas of the curriculum
- providing ongoing, constructive feedback to enable students to build their skills, knowledge and understandings
- articulating high expectations for every student
- setting timely, realistic and challenging learning goals
- writing, implementing and monitoring Individual Learning Plans for students working 6 months below or 18 months above expected level
- selecting instructional practices that scaffold the learning for all students to reach their maximum capability in literacy and numeracy, *including the whole, part, whole model*
- possessing pedagogical knowledge and discipline content knowledge of the learning domains and using this information in planning and instruction
- having deep understanding of the essential literacy and numeracy knowledge, skills, understandings, behaviours that students require along the developmental continuum
- using a wide range of evidence-based assessment instruments appropriate to the stage and domain of learning
- regularly analysing and monitoring student literacy and numeracy achievement data to identify successes, needs, areas for improvement and goals for future instruction.
- collaborating with families and carers to support the development of the whole child (see [Student Engagement Policy](#) for more information)

Professional learning is onsite, targeted and reflects our guiding statements. This in conjunction with access to up-to-date resources are critical to ensuring effective teaching and learning is experienced within the school.

Parents 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, numeracy and extracurricular programs, school council and committees and parent associations.

For more detailed information about parent participation, please refer to the Parent Participation Policy and Working With Children Check Policy. Please note: If you are interested in volunteering at Brighton Primary School you will need to present a copy of your Working with Children (WWC) check at the office. For more information about the WWC check, see: [Working with Children](#)

For further information please go to

<http://www.education.vic.gov.au>

<http://www.ibo.org/>

This policy was last ratified by School Council in August 2019

To be reviewed in 2020