Rationale:
Craigieburn Primary School seeks to provide a meaningful, relevant and quality education to all students in our school community. Clear and consistent expectations in teaching and learning shared by students, staff and parents underpins all successful learning. The Teaching and Learning Policy supports students to achieve personal excellence and apply their knowledge beyond the classroom in new and diverse situations. A secure, caring and stimulating environment will be provided to allow students to grow emotionally, intellectually, physically and socially. Enrichment and extension opportunities will be provided to students to support the achievement of personal excellence.

Aims:
- To provide an educational program of the highest quality to all students.
- To document clear and shared beliefs regarding teaching and learning which empowers staff to provide consistent and relevant learning experiences.
- To build a clear understanding of good teaching and learning in the school community.
- To further develop student’s learning outcomes, thinking skills and personal learning by providing, promoting and supporting a range of extension and enrichment opportunities.
- To provide a child centered approach to teaching and learning.
- To encourage students to approach their learning with optimism, confidence and an ability to make informed decisions.

Implementation:
- Develop teaching and learning using the Victorian Curriculum.
- Plan together in teams in order to provide a consistent, sequential curriculum which is differentiated to meet the needs of individual students.
- Ensure that teaching practices reflect the belief that a differentiated curriculum is essential to cater for the individual needs of the students and that learning how to learn is paramount for successful life-long learning.
- Provide learning opportunities which are engaging, open-ended, cater for the different learning styles of all students and will develop thinking skills through inquiry based learning.
- Ensure students use digital technologies as a tool for organization, communication, research, and problem solving.
- Provide a learning environment that is dynamic, safe, stimulating and invites a sharing of ideas.
- Provide a learning environment with academic rigor and high expectations for all learner’s which is supportive, challenging and productive and encourages risk taking.
- Create a learning environment where students feel comfortable to investigate, inquire and express themselves.
- Provide a learning environment that promotes independence, interdependence and self-motivation.
- Encourage students’ to use their natural curiosity to direct their learning.
- Ensure students’ needs, backgrounds, perspectives and interests are reflected in the learning program.
- Involve students in the decision making process within the classroom in relation to what and how they learn as well as encourage them to take responsibility for their learning.
- Provide a variety of teaching strategies to accommodate the range of abilities, interests, and to encourage diversity and autonomy.
- Demonstrate a commitment toward building professional knowledge and teaching Practice.
- Involve students in goal setting, empowering them with the knowledge of the skills and actions they will need to progress their learning.
- Explicitly teach school values, social competencies, including self-esteem, resilience, team building and life skills so that students learn to collaborate, negotiate and contribute to group work and experience the sharing of roles, responsibilities and ownership.
- Undertake a range of ongoing assessment strategies and rich assessment tasks to inform, monitor and respond to students’ different learning needs, social needs as well as cultural perspective.
- Provide explicit feedback to support students’ further learning and encourage them to monitor their own learning.
- Inform parents of their child’s progress and invite parents to be active participants in their child’s learning.

**Evaluation:**

This policy will be reviewed as a part of the school's cyclic process or more often if necessary due to changes in legislation or regulations.

This policy was last ratified by School Council in **Oct 2016** and will be reviewed 2019.