

Quality Teaching and Learning at Nuriootpa Primary School

We believe that our guiding principles and strategic improvement goals and strategies require us to define and articulate what constitutes high quality teaching and learning. Our curriculum will be based on the South Australian Curriculum Standards and Accountability Framework (SACSA). The eight areas of the curriculum we cover are as follows;
English Mathematics Science Health and Physical Education
Arts Languages Society and Environment Design & Technology.
From 2011 the Australian National Curriculum will be introduced beginning with English, Mathematics, Science and History.

Background information:

After a process of research and review of current theory and practice in other Australian states, of international literature and of the South Australian Teaching for Effective Learning Guidelines, we have developed the following Principles of high quality teaching and learning. This document begins with an overarching statement. It is followed by 4 principles each of which has a number of components. The staff at Nuriootpa Primary are committed in their teaching and learning programs and their own professional learning to improve their skills and abilities to demonstrate all these principles.

Overarching statement:

**THE MOST POWERFUL AND EFFECTIVE LEARNING
OCCURS WHEN THERE IS AUTHENTIC ENGAGEMENT
THROUGH QUALITY TEACHING AND LEARNING**

We believe that quality and teaching at Nuriootpa Primary School will be best achieved through the implementation of the four following principles.

- 1. AN APPROACH TO CURRICULUM THAT CONNECTS THE AREAS OF STUDY AND IS BASED ON DEEP KNOWLEDGE AND UNDERSTANDING.**
- 2. STUDENTS PARTICIPATE FULLY IN LEARNING PROGRAMS THAT ARE RELEVANT OR SIGNIFICANT TO THE STUDENT AND COMMUNITY AND IS DELIVERED IN REAL CONTEXTS.**

3. STUDENTS AND STAFF WORK TOGETHER IN AIMING FOR INDIVIDUAL AND GROUP EXCELLENCE AND THE HIGHEST LEVELS OF ACHIEVEMENT FOR ALL .

4. THERE IS A HIGHLY SUPPORTIVE AND QUALITY LEARNING ENVIRONMENT FOR ALL STUDENTS AND STAFF.

Principles, rationale and components.

1. AN APPROACH TO CURRICULUM THAT CONNECTS THE AREAS OF STUDY AND IS BASED ON DEEP KNOWLEDGE AND UNDERSTANDING

Rationale:

Connected curriculum enables teachers and learners to identify and utilise the links between areas of study. The primary purpose is to enhance and maximise learning both within and across the areas of study of the primary curriculum. Connected curriculum allows students to demonstrate their knowledge and understandings, skills, and values and attitudes that transcend individual key learning areas.

Components.

1. Teachers need to use learning programs that produce deep understanding of important substantive concepts, skills and ideas.
2. Teachers need to purposefully plan strategies and learning experiences to facilitate and enhance learning across the areas of study. They need to support students in making meaningful connections in their learning.
3. Students need to demonstrate knowledge and understandings, skills, values and attitudes that transcend individual areas of study.
4. The teachers uses strategies that challenge and support students to question and reflect beyond their current understandings and think more deeply about issues and practices.
5. Teachers and students need to understand that knowledge is not a fixed body of information, but is socially constructed and subject to political, social and cultural influences and implications.
6. Students need to be challenged to explore, question and engage with significant ideas and practices, so that they move beyond superficial understanding to develop higher order, flexible thinking.
7. Teachers explicitly teach the literacies of the separate disciplines.

8. Assessment practices should be an integral part of teaching and learning.
9. Teachers and students are entitled to feedback to support further teaching and learning and to encourage continual reflection on the teaching and learning program and the capacity to take responsibility for the learning.

2. STUDENTS PARTICIPATE FULLY IN LEARNING PROGRAMS THAT ARE RELEVANT OR SIGNIFICANT TO THE STUDENT AND COMMUNITY AND IS DELIVERED IN REAL CONTEXTS.

Rationale: Learning programs need to be meaningful and important for students. Students need to feel valued and that they have some control over their learning. Their prior knowledge, beliefs, identities and interests need to be connected to their learning. Student's learning needs to connect with and empower them for their current and future lives and with contemporary thinking in the broader community and the world beyond the classroom.

Components

1. Teaching and learning programs and strategies are flexible and responsive to the values, beliefs, needs and interests of students.
2. The teacher builds the learning on student's prior experiences, knowledge and skills.
3. The teacher uses students experiences of a technology rich world and uses technologies in ways that reflect professional and community practices.
4. The teacher provides opportunities in the learning program for connections with local and broader communities.
5. Teachers present learning in a contemporary context, linked to its relevance to the students present and future lives.
6. Classrooms need to be student centred with students exercising some control over the learning program through choices of activities, assessment criteria, collaborative structures etc.

3. STUDENTS AND STAFF WORK TOGETHER IN AIMING FOR INDIVIDUAL AND GROUP EXCELLENCE AND THE HIGHEST LEVELS OF ACHIEVEMENT FOR ALL

Rationale:

A quality learning environment is one in which students and teachers work productively with a clear focus on learning. The pedagogy sets

high and explicit expectations and develops positive relationships, supporting all individuals and the group to excel and achieve.

Components:

1. High expectations exist for all learners with effective intervention and support for each individual to achieve success through structured support, the valuing of effort and recognition of their work.
2. There are high expectations and standards of learning and behaviour contributing to every learner reaching their potential.
3. The classroom has a high level of sustained communication and transparency in regard to the learning program.
4. There are high quality, shared and explicit criteria about student work
5. There is a high level of inclusivity where all students in the classroom, from all cultural and social backgrounds participate in the public work of the class and their contributions are taken seriously and valued.
6. Each student is challenged and supported to question and reflect encouraging them to move beyond their current understandings and level of achievement.
7. The teacher uses strategies to develop investigating and problem solving skills and to foster imagination and creativity.
8. The teacher ensures that students receive individual, constructive feedback that supports their further learning.
9. The teacher creates and negotiates explicit assessment criteria that encourages reflection and self assessment.
10. Learning programs are differentiated so that all students are able to access at an appropriate level.
11. Teachers use a range of strategies that support student's different learning preferences.

4. THERE IS A HIGHLY SUPPORTIVE AND QUALITY LEARNING ENVIRONMENT FOR ALL STUDENTS AND STAFF

RATIONALE: Students and staff need a learning environment where all work together productively with a focus on learning. An environment where high and explicit expectations are set and positive relationships developed between all members of the school community.

Components

1. The teacher builds positive relationships through knowing and valuing each child.
2. The teacher promotes a culture of value and respect for individuals and their communities.
3. The teacher explicitly includes the understanding and development of social skills in their learning program.

4. Teachers actively support and monitor the wellbeing for learning of all students.
5. Teachers ensure a safe and stimulating physical environment.
6. Students are explicitly taught and supported in understanding and demonstrating the school's purpose, values and principles.
7. The teacher supports students in taking responsibility for self regulation.
8. Teaching strategies will promote students confidence and willingness to take risks, set goals and seek challenges.