

# TEACHING AND LEARNING AT LONG BAY PRIMARY SCHOOL



Long Bay Primary School

## WHAT IS OUR PHILOSOPHY?

*We believe in a learning environment where:*

- Positive self esteem is key to successful learning
- Students experience success
- Students are encouraged to take risks and demonstrate perseverance and resilience
- Students experience a curriculum that makes meaningful connections with their lives
- Initiative, independence, cooperation and responsibility are fostered
- Effective partnerships are developed between home and school
- Meaningful data analysis informs teaching and learning programmes
- The effective use of information communication technology (ICT) contributes to children's learning
- Teaching and learning programmes are enhanced through high quality professional development

## WHAT APPROACHES (PEDAGOGY) WILL HELP US ACHIEVE THIS?

### CURRICULUM INTEGRATION

### ASSESSMENT FOR LEARNING

### DIFFERENTIATION

### THINKING/INQUIRY

### QUALITY RELATIONSHIPS

## WHAT TOOLS AND STRATEGIES WILL WE USE?

- Authentic Concepts
- Using children's experiences/prior knowledge
- Shared language/understandings
- Maintaining integrity of ELAs
- Integrating key competencies

- Meaningful learning conversations
- Clear Learning Intentions
- Shared Success Criteria
- Specific Feedback/Feed forward
- Future Goal Setting/action plans

- Differentiated Planning
- Needs based
- Data driven goals/action plans
- Individual Education Programmes
- Targeted CWSA/ CWSN

- Growing creative, critical, metacognitive and reflective thinking skills
- Creation of LBP Inquiry Model
- Building effective research skills
- Meaningful integration of ICT

- Positive/caring school culture
- Positive child/child, adult/child and adult/adult relationships
- Effective home/school communication and interaction --
- Shared LBP values: enjoyment; achievement; relationships; responsibility; quality vs quantity

## WHAT WILL IT LOOK LIKE IN CLASSROOMS?

- Relevant topics of study
- Shared key understandings of topic
- Prior knowledge and key questions
- Resources related to topic
- Differentiation between learning areas

- Regular oral and written feedback and feed forward
- Reflections (self/peer assessment)
- Children articulating learning purpose
- Conferencing/questioning
- Learning models/success criteria
- Individual and group learning goals

- Flexible grouping/children working at appropriate levels
- Ongoing assessment/analysis/action
- Needs/strengths catered for
- Different learning goals for individuals and groups

- The LBP model of inquiry in action
- Children working at different tasks at different stages of inquiry model
- Children asking and researching answers to own questions
- ICT uses to support stages of inquiry

- Positive/ happy children and adults
- Caring and supportive relationships
- Positive adult role models
- High expectations, clear procedures and follow-up/communication
- Child-centred environments