

Our Core Beliefs about Learning



We believe this about learning

We believe that students have an innate desire to learn – to create meaning.

You should see:

- opportunities to take risks, discover and explore
- open ended tasks
- stimulating classroom experiences and environment
- encouragement of questioning
- children asking questions
- children bringing their interests to school and talking to others about it
- teachers encouraging questioning and tap into their interest
- children willing to participate in all activities
- a growth in self-esteem
- visual, auditory and tactile experiences in evidence –catering for all learning styles
- a stimulating classroom, meaningful, everything should have a purpose
- valuing of the individual
- tasks are selected requiring higher order thinking and that have a ‘ connectiveness ‘ to the real world
- students are **actively** engaged in their own learning

We believe that all students can learn.

You should see:

- a variety of grouping and activities to meet student and curriculum need
- a wider curriculum to meet children's needs
- progress throughout the year in most KLAs even though plateauing/individual differences will occur
- classrooms should be grouped to cater for different levels – different expectations and content
- every child feeling that they are capable of achieving
- children immersed in a stimulating learning environment
- individual programs, group work, open ended questions
- co-operative learning groups. Inter-grade grouping, peer tutoring
- varying levels of outcomes/difficulties so that all children can achieve
- a stimulating environment so that all children are encouraged to learn
- a range of resources and programs meeting individual learning styles and needs

We believe that regular feedback is vital for teachers, students and parents.

You should see:

- open and supportive parent/teacher communication
- curriculum planning based on the set state curricula implemented in a highly professional fashion directing student learning
- conferences amongst peers/teachers/parents
- open classrooms – parents welcomed to view lessons, interviews conferences
- regular work samples sent home
- reporting and assessment – knowing what is to be achieved
- class situations – children knowing what/why they are doing
- awards and ceremonies that celebrate student achievement
- the publication of excellent student work and opportunities for the public display of outstanding endeavour
- casual interviews between teachers and parents with a focus on supporting student achievement
- comprehensive procedures for providing formal statements of achievement, this may include reports , portfolios, conferences, interviews etc
- students involved in the evaluation of their own learning
- regular celebrations of learning
- continual evaluation of programs and processes based on open consultation
- a willingness to listen by all shareholders
- homework marking and parental acknowledgment
- follow up of corrections/common errors
- parents encouraged to attend extra curricula activities
- recognition by the community of the work done by teachers

We believe that students learn best when they experience ownership of their learning.

You should see:

- choice within tasks/knowledge/style
- self evaluation/reflection
- negotiated goal setting and curriculum
- parental participation and interest in content and process
- the establishment of personal goals that are challenging and strive to attain the highest of standards
- relevance of what is learnt should be apparent, i.e. there should be a connectedness to the real world and this connection must be clearly demonstrated
- class rules and procedures developed collaboratively
- resourcefulness in the use of skills to access and select appropriate materials
- access to a wide variety of subjects/learning experiences so they can have wider options to explore their own skills, talents and interests.

We believe that students learn effectively when they integrate experience, imagination, information and application.

You should see:

- lessons that build on student knowledge and experiences
- a recognition of prior learning
- an inclusion in tasks that recognizes different cultural experiences
- clear links across all KLAs that of subject matter and understandings
- every student included and their input valued
- lessons that have a real life application that have a connectedness to life's context and challenges
- opportunities for students to share their work beyond the classroom
- different lesson approaches taught overtly
- teaching different thinking skills when integrating KLAs
- all class members discussing and analyzing what they have learnt

We believe that students can and do learn from each other.

You should see:

- encouragement to accept multiple perspectives and accept that different solutions may be developed by individuals and groups
- questioning and testing of constructed knowledge
- use and understanding of a common language that relates to the concept or task
- students talking together about learning
- a shared sustained interest and engagement in learning
- respect for the ideas of others and an ability to accommodate these ideas in their own knowledge base
- classroom that is free from negative personal comments and put downs
- ability grouping – size/friendship
- valuing student knowledge
- peer tutoring, group work, working in pairs
- use real life context – contextual learning