



YARRAVILLE

Special Developmental School

TEACHING AND LEARNING POLICY

Yarraville SDS Principal:

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CERTIFICATION:

School Council President

Signed

Date

22/5/18

Principal

Signed

Date

22/5/18

This policy ratified at School Council meeting

22/5/18



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TEACHING AND LEARNING POLICY

RATIONALE:

Every student has the ability to learn and Yarraville Special Developmental School aims for excellence in learning. Student learning is directly affected by the quality of teaching that they experience. Teachers therefore will ensure that their teaching skills, knowledge and commitment are of the highest standards and maximise the learning opportunities for students.

PURPOSE:

The DET Practice Principles *For Excellence in Teaching and Learning* consists of the following 9 principles for teaching and Learning:

- High expectation for every student promote intellectual engagement and self –awareness
- A supportive and productive learning environment promotes inclusion and collaboration
- Student voice, agency and leadership empower students and build school pride
- Curriculum planning and implementation engages and challenges all students
- Deep learning challenges students to construct and apply new knowledge
- Rigorous assessment practices and feedback inform teaching and learning
- Evidence-based strategies drive professional practice improvement
- Global citizenship is fostered through real world contexts for learning
- Partnerships with parents and carers enhance student learning

IMPLEMENTATION:

Teachers at Yarraville SDS aim to:

- Provide a child safe and engaging and inclusive learning environment where students are encouraged to take responsibility for their own learning
- Ensure teaching is personalised based on student strengths, interests and needs
- Build on student successes, develop their self-confidence and encourage them to become active learners
- Differentiate learning experiences for all students, all of the time and have high expectations of achievement
- Engage students in the Primary and Secondary Learning Area curriculum
- Become skilled practitioners in the use of learning technologies and AAC tools , and will routinely encourage the use of technologies and AAC to enhance learning opportunities

- Provide programs that link and cater for Individual Learning Plans (ILPs)
- Provide learning experiences that are challenging, engaging and involve practical 'hands on' activities where possible
- Work collaboratively in professional learning teams to plan and enhance teaching and learning opportunities
- Inform parents of their child's progress through SSG meetings, individual student reports, parent teacher interviews, learning diaries and communication diaries
- Build partnerships with agencies, organisations and the wider community where appropriate
- Ensure teaching and learning will be underpinned by facilitated Augmentative and Alternative Communication (AAC) and/or Proloquo2go appropriate to student needs
- Undertake professional learning to increase their knowledge and skills
- Ensure programs will be well planned and resourced.

At Yarraville SDS, teachers aim to:	
Quality Teaching Indicators	Examples of Effective Teaching Strategy Outcomes
Display a current knowledge of specialised teaching methodology appropriate to the students, in particular making allowances for specific communication needs.	<p>Examples of methodologies that underpin learning experiences at Yarraville SDS include:</p> <ul style="list-style-type: none"> • Multi-modal Augmentative and Alternative Communication (AAC) • Picture Communication Symbols (PCS), Boardmaker • Writing with Symbols • Aided Language Displays • Visual prompts • Makaton key word sign and gesture • PECS • PODD Books • Comprehensive Communication routines and objectives • A Sensory Motor Program • Intensive Interaction • Chat books / diaries • Visual Schedules
Display a thorough knowledge of cognitive impairment and other diagnoses of students. Plan programs and demonstrate appropriate selection of teaching strategies that challenge students to reach their maximum potential.	<p>Planning and Programs which:</p> <ul style="list-style-type: none"> • Focus on English, Mathematics and communication • Reflect student strengths and interests • Incorporate data generated by assessments. This data in turn informs goal writing and directs teaching • The integration of ICT into teaching and learning programs • Appeal to student sensory systems: smell, visual, taste, auditory, tactile, vestibular and pro-prioceptive • Provide different modes and levels of verbal and visual prompts • Compensate for specific student needs. Example:

	<p>delayed response time - (pausing)</p> <ul style="list-style-type: none"> • Reduced rate of speech • Expectations of time on task • Repetitive routines and multiple Exposures • Instructional presentations • Meaningful application of routines • Transferring routines to real life contexts • Program plans that are in line with wider DEECD curriculum initiatives
Acknowledge that individual communication objectives underpin all teaching and learning.	<p>Demonstrated by a use of:</p> <ul style="list-style-type: none"> • A recognised communication system appropriate to the needs of the student • Teaching strategies that provide for social, receptive, and expressive communication abilities • Consistent, simple verbal prompts • Strategies that teach language concepts • Opportunities to develop oral language skills • Assessment materials to assess learning
Ensure that the classroom is an orderly learning environment	<p>Demonstrated by modifications to visual and aural field::</p> <ul style="list-style-type: none"> • Reduction/ monitoring of visual distracters • Reduction/ monitoring of aural distracters • Seating arrangements • Student and staff positioning in classroom • Organisation of staff resources in the classroom
Document articulate and implement effective classroom management strategies aimed at minimising student behaviours that impact negatively on learning.	<p>Teaching Strategies that aim to reduce classroom behavioural issues might include:</p> <ul style="list-style-type: none"> • Appropriate and meaningful curriculum • Provide whole group, small group, individual instruction • Explicit teaching of appropriate social skills –modelling and practise of these • Teacher -student proximity • Student – student proximity • Use support staff strategically • Minimizing distractions • Reduction of stimuli • Use of visual strategies/schedules/timetables/social stories • Develop physical routines for the classroom • Give students every opportunity to comply • Consultation with internal and external consultants • Use of PBS strategies and framework
Use aided language strategies to maximise communicative attempts.	<p>Demonstrated use of:</p> <ul style="list-style-type: none"> • Visual schedules to enhance comprehension of routines • Picture Communication and symbols systems such as Proloquo2go, PECS, Aided Language and or Aided Language Displays /PODD Books to communicate, where appropriate • Diaries (electronic or other) to maximise communication opportunities between home and school • ICT

<p>Implement a program that reflects meaningful and measurable goals and aims to maximise student engagement by appealing to individual learning styles, strengths and interests.</p>	<p>Core methodologies and key indicators of this include:</p> <ul style="list-style-type: none"> • In depth knowledge of early/middle/late years curriculum particularly English, Mathematics and communication • Documentation and assessment that clearly contribute to the writing of appropriate and meaningful goals • Teaching tasks that address individual goals within group programs • Program planning which reflects student strengths and interests • Skills transferred to real life contexts • Facilitated and /or structured routines
<p>Display commitment to improved pedagogy and professional development.</p>	<p>Evidenced by:</p> <ul style="list-style-type: none"> • Ensuring teaching and learning strategies remain relevant to students' needs • Acquisition of targeted skills, knowledge and learning • Practising and participating in appropriate peer observation • Seeking the assistance of mentors • Implementing strategies and techniques modelled from coaches, leaders and peers • Engaging with P&D review and classroom observation process and accepting constructive feedback from leadership • Being aware of professional responsibilities • Engaging in appropriate professional interaction
<p>Monitor learning progress by providing meaningful assessment of student learning.</p>	<p>Demonstrated use of:</p> <ul style="list-style-type: none"> • Appropriate student centred goals based on data • Assessment tools relevant to goals • Data in support of teaching and learning foci and educational directions
<p>Use a variety of strategies to communicate student achievement to parents.</p>	<p>Demonstrated use of evidence that supports progress towards goals such as:</p> <ul style="list-style-type: none"> • Video • Digital Portfolios • Assessment profiles • Presentation of ILP's at SSG Meetings • Work Samples • Diary / communication book anecdotal reports • Individual student Reports • Anecdotal/qualitative data

At Yarraville SDS, students aim to:

Quality Teaching Indicators	Examples of Effective Teaching Strategy Outcomes
Establish positive relationships built on mutual trust and respect.	<p>This may be displayed through:</p> <ul style="list-style-type: none"> • Increased meaningful communication • Knowledge of their own interests and personalised engagement strategies • A willingness to engage with programs – at a level appropriate to each student’s individual level • Positive and respectful interactions with fellow students • Humour and emotional resilience in a class setting • Monitoring to reflect on ‘behaviours of concern’ and appropriate actions targeted.
Develop self-confidence and the capacity to take risks with their learning.	<p>Measurable engagement with:</p> <ul style="list-style-type: none"> • Literacy and numeracy • Augmentative and Alternative Communication • Strategies and practices that focus on inclusiveness • Direct teaching of targeted social skills that enhance personal development • Culture and strategies that encourage respect among students are being taught • Strategies that promote and support risk taking; • Opportunities for diverse opinions and ideas in curriculum planning.
Experience success through structured support and the provision of stimulating and interesting experiences.	<p>When presented with:</p> <ul style="list-style-type: none"> • Classroom experiences/programs that maximise engagement and interaction • Realistic but challenging goals • Celebrations of all students’ achievements • Documentation and Assessment tools that identify student skills and interests, highlight learning progress and value adding and scaffolds this to maximise success
Experience a range of teaching strategies that reflect a thorough knowledge of students, their different learning needs, abilities and interests.	<p>Demonstrated use of:</p> <ul style="list-style-type: none"> • A classroom learning environment that is interesting • Active interest in programs that reflect the strengths and needs of students • A variety of delivery modes that cater for different learning styles • Pedagogy knowledge and skills applicable to the students they work with • Strategies that build on prior learning

<p>Encounter purposeful learning experiences that build on and practice knowledge and skills in meaningful contexts.</p>	<p>Demonstrated use of:</p> <ul style="list-style-type: none"> • Learning routines for meaningful consolidation of skills and knowledge; • Contemporary technologies within learning sequences. • Practise in context • Modelling
<p>Be challenged with high expectations.</p>	<p>Demonstrated use of:</p> <ul style="list-style-type: none"> • Intervention strategies that support students in the attainment of goals; • Teaching programs and strategies that reflect relevant goals; • Data demonstrating evaluating progress and standards achieved.
<p>Be monitored using relevant and current assessment tasks and practices.</p>	<p>Demonstrated use of:</p> <ul style="list-style-type: none"> • Rich assessment tasks that demonstrate embedded knowledge and skill attainment; • A variety of tools that accurately measure set goals; • A variety of reporting modes for assessment.

EVALUATION:

This policy will be reviewed as part of the school’s three-year review cycle but also occurs on a regular basis prompted by changing circumstances and raised concerns.