

TEACHING AND LEARNING STATEMENT

Vision

At MPW our vision is to foster a community of life long learners.

We strive to develop socially responsible and resilient individuals who are working towards achieving their full learning potential.

Beliefs about effective teaching and learning

Our basic belief is that an effective teaching and learning program should enable children to make meaningful learning connections in a supportive environment.

An effective teaching and learning environment should provide the opportunity for children to:

- be engaged in their learning;
- actively interact with others;
- be participants who inquire and question;
- draw and build on their existing knowledge, understandings and interests;
- make connections across learning areas;
- apply their learning to authentic questions and issues;
- develop higher order thinking and processing skills;
- explore and develop values and attitudes;
- develop positive self-esteem, self-confidence and independence;
- be directly involved in cooperative learning;
- utilise a range of learning styles and intelligences.

At MPW the implementation of an effective Teaching and Learning environment is enhanced by our commitment to multi-aging, team teaching and team planning.

We are committed to delivering a comprehensive curriculum that is based on the Whole Language philosophy and the Integrated Inquiry approach. Supporting curriculum information is documented in M.P.W.'s Curriculum Policy statements and the VELS (Victorian Essential Learning Standards).

VALUES RELATING TO EFFECTIVE TEACHING AND LEARNING

Values	Descriptors
Honesty and Integrity	<ul style="list-style-type: none"> - Standing up for what you know is right. - Being true to yourself. - Acting in a socially responsible way. - Ensuring consistency between words and actions.
Respect	<ul style="list-style-type: none"> - Showing empathy towards others. - Showing tolerance of and acceptance of diversity in others. - Being inclusive of others. - Actively listen to and value the ideas, of others. - Caring for others. - Caring for self by recognising and dealing with own emotions.
Persistence	<ul style="list-style-type: none"> - Having a go - Doing your best - Pursuing excellence - Recognising own strengths and weaknesses. - Using self reflective practises to set challenging, yet achievable goals. - Developing the skills of task achievement. - Realising the importance of self motivation. - Valuing life long learning.
Responsibility	<ul style="list-style-type: none"> - Being accountable for one's behaviour. - Resolving differences in constructive, non-violent and peaceful ways. - Taking care of our environment. - Developing the skills of independence. - Being able to work cooperatively as a member of a team.
Freedom	<ul style="list-style-type: none"> - Enjoying the rights and accepting the responsibilities of our learning community. - Treating members of our learning community equitably and justly. - Standing up for the rights of others.
Self Esteem	<ul style="list-style-type: none"> - Developing a sense of belonging and social connectedness. - Building and maintaining effective social relationships. - Trusting your own ideas. - Accepting constructive feedback. - Taking risks, learning from mistakes and celebrating successes.

Statement for the future

Our role as educators is to provide the foundations for students to participate effectively in workplaces and communities of the future.

We need to provide young people with the capacity and motivation to:

- develop a love of learning;
- be literate, numerate and technologically skilled;
- be culturally sensitive and aesthetically aware;
- be environmentally and globally aware;
- select and evaluate information and be intellectually curious;
- be problem solvers;
- be able to think creatively and critically;
- work in teams with skills in cooperation, communication and negotiation;
- be independent of mind, self-regulating and reflective;
- be flexible so they are better able to adapt to change;
- be community builders, with strong social competencies, resilience and self-esteem;
- know *how to learn* and want to continue to learn;
- move from being supported learners to autonomous learners.

Adapted from “Middle Years of Schooling / Thinking Curriculum” and VELs.

Endorsed by School Council 22/09/2006.