

**WSC Teaching & Learning Policy  
July, 2013**

**Teachers at Springs aspire to -**

1. Improve teaching practice in the light of the vision, values and principles of the NZ Curriculum and the WSC Charter.
2. Collaborate with and support colleagues in professional learning communities to learn about and implement best practice teaching and learning strategies.
3. Enhance student motivation by stimulating a love of learning and facilitating engagement in inquiry concerning interesting ideas, important concepts and compelling human issues.
4. Personalise learning by being responsive to the diversity of learners in our student body and enabling them to pursue the study of personally relevant topics, themes and issues.
5. Devise, propose and negotiate authentic learning projects with students involving interesting and challenging investigations into significant concepts and real world issues.
6. Guide student enquiries, and challenge the breadth, depth and direction of students' thinking.
7. Develop cross-curricula links and build capacity to develop integrated, inter-disciplinary learning programmes.
8. Support all students to develop the Key Competencies and acquire the core disciplinary skills to enable increasingly independent learning.
9. Use assessment data to facilitate improved learning by tracking the academic progress of students and adjusting teaching practice accordingly.
10. Acknowledge Treaty of Waitangi partnership responsibilities: acquire and employ cultural competencies to meet the needs of Maori learners.
11. Use e-learning technologies to facilitate the use of effective pedagogies.

**Learning at Springs increasingly involves -**

1. Participating in learning experiences, using technologies, locating and responding to resources in order to access and generate information related to important issues and ideas - students engage in experiential learning and develop research skills.
2. Processing information through learning activities enabling understanding, analysis and synthesis - students develop thinking skills involving the use of reasoning and logic.

3. Evaluating the relevance, accuracy and significance of this information - students develop critical thinking skills.
4. Collaborating with peers in teams/groups to investigate issues, develop evidence-based perspectives and propose recommendations for change or improvement - students learn to work effectively with others.
5. Using multi-media forms to present or communicate thoughtful and creative solutions to authentic problems of immediate and compelling interest, concern and significance to individuals and communities (local; national; international) - students are encouraged to think creatively; students develop communication skills; students learn to address issues such as sustainability and justice.
6. Achieving academic standards to the level of one's potential ability, securing national qualifications and advancing career options - students strive for excellence and prepare for and explore pathways for life beyond school.

#### **Student Outcomes**

1. Students increasingly make personal choices and decisions about the ideas, issues and problems they are motivated to inquire into.
2. Students increasingly participate actively in discussion and dialogue with teachers, peers and others, learning to value others' viewpoints, seeking feedback and inviting critiques, and reflecting on these.
3. Students increasingly take ownership of, and responsibility for their learning.
4. Students increasingly develop the confidence to think for themselves and become independent learners.
5. Students increasingly develop the knowledge and skills relevant to working for change concerning local, national and international issues.
6. Students further develop the Key Competencies, and in so doing become equipped for lifelong learning.
7. Students experience creative self-expression and self-discovery through their learning.
8. Students develop a strong self-identity, arrive at their own values and beliefs, and realise a sense of their actual and potential ability to contribute to their communities.

Ratified by Board: \_\_\_\_\_ signed for BOT

Date 29/07/2013

Reviewed: \_\_\_\_\_ signed for BOT

Date 29/07/2016