



# Aurora School

## TEACHING and LEARNING POLICY

### Aurora School Policy 2021

#### RATIONALE

Aurora School offers a unique early learning environment for young Deaf and Deafblind children and their families throughout Victoria.

It is the policy of the school that teaching and learning practices should maximise learning and development, encourage belonging and nurture a strong sense of identity.

The school provides early intervention and early education programs that support the whole child with special emphasis on the acquisition of communication, language, and literacy.

The school respects and values children's communication choices through a bilingual approach that allows for a variety of communication options including speaking, listening, Auslan, sign, and alternative visual communication systems.

#### Aims:

Our school aims to provide each student / family with a range of individualised learning experiences which will:-

- develop communication and language skills
- encourage the child to reach his/her full potential
- develop his/her self-esteem, confidence and independence.
- use appropriate technologies to assist Deaf and Deafblind children
- support families in understanding and communicating with their deaf child
- use a strength based, family centred approach

#### Implementation:

The Victorian Early Years and Development Framework sets high expectations.

It identifies five Early Years Learning and Development Outcomes for each child:-

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators.

Children / families are given opportunities to :

- participate in child-centred learning
- engage, explore and learn through supportive, collaborative learning environments
- develop communication and language skills
- learn and develop skills of working independently and interdependently
- develop thinking and problem solving skills
- use new tools of information technologies and learn "how to learn"
- develop confidence and self-care skills.

The Practice Principles for Learning and Development are the foundations for professional practice for early childhood professionals and integrate the pedagogy that forms the basis of teaching and learning.

They are:-

#### Collaborative

1. Family-centred practice
2. Partnerships with professionals
3. High expectations for every child



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### Effective

1. Equity and diversity
2. Respectful relationships and responsive engagement
3. Integrated teaching and learning approaches
4. Assessment for learning and development

### Reflective

1. Reflective practice

The implications of our teaching and learning policy are that teachers and other professionals will plan teaching and learning approaches which:-

- recognise that effective learning involves knowledge of each child's individual learning needs
- understand the deaf child's individual communication and language stage and plan for scaffolding further development.
- recognise the importance of appropriate child centred learning experiences
- recognise different learning styles
- help the learner use strategies and processes to build on their experience and knowledge
- enhance and maximise their learning
- teach learners about their own learning
- provide negotiation between the learner and the teacher
- use regular reflective practice to inform curriculum planning

Teachers and other professionals must:-

- have a sound knowledge of the Early Years Learning Framework, Victorian Early Years Learning Development Framework, Victorian Curriculum, ABLES curriculum and deaf education
- develop Curriculum Planning documentation that supports individualised programs for each child / family
- provide a wide range of assessment practices.
- Develop Individual Learning Programs for each child / family, negotiated in partnership with parents / carers at Student Support Group meetings / Family Service Plan meetings.
- Be given opportunities for professional development to enhance their knowledge of teaching and learning pedagogy and be able to adjust their pedagogy to the learning needs of the child.

### COMMUNICATION :

**This philosophy will be communicated to our school community in the following ways:**

- Available publicly on our schools website
- Included in staff induction processes

### POLICY REVIEW AND APPROVAL :

Policy last reviewed	March 2021
Approved by	Principal and School Management Team
Next scheduled review date	Three Years - 2024



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