

Teaching and Learning Rationale

Year One

Catholic Identity

In Year One, each student's Catholic Identity is fostered and supported by:

- Our interactions with staff, children and family give witness to Christ.
- Teaching the Religious Education Units of Work each day.
- Having a prayer table as a focus, reflecting the changes with the different liturgical seasons and the Religious Education units of work.
- Children participating in the Making Jesus Real Program where we acknowledge when children make choices that reflect the ways Jesus taught and encourage all children to live like Jesus.
- Acknowledging children's actions that reflect Gospel Values by displaying their God Moment.
- Incorporating Mater Christi's school motto, yearly mantra and Making Jesus Real into our daily teaching and conversations.
- Participating in prayer throughout various times of the day and engaging in prayer opportunities to celebrate Holy days.
- Regularly attending Parish and Whole School Masses as a class to foster student's faith formation.
- Participate in a Whole School Mass by contributing to the Prayer of the Faithful, reading, bringing forward a symbol or participating in the offertory.
- Encouraging children to participate in social justice initiatives such as free dress days to raise money for selected charities, food hamper appeals and Project Compassion.

Relationships

We build relationships with students and families and encourage positive partnerships by:

- Greeting every child as they enter the classroom.
- Building a strong rapport with the children through engaging in regular and meaningful conversation with each child.
- Acknowledging children's interests and backgrounds through 'All about me' activities, and where possible integrated into the program and classroom routines.
- Recognising and respecting that each family is unique, and providing opportunities to learn and celebrate diverse backgrounds where possible.
- Teachers and families engage in ongoing communication to discuss children's wellbeing, achievements and challenges.
- Adopting various communication platforms including parent teacher interviews, newsletters, written reports, Learning Journey evening and online media sharing modes.
- Welcoming parents and family members into Year One and creating opportunities for families to be actively involved in the life of the classroom and school. For example, parent roster, excursions, assemblies, Masses.
- Inviting families to celebrate special days as a whole school such as Mother's Day Mass, Father's Day Mass and breakfast, Grandparents Day activities, Learning Journey and Christmas concert.
- Celebrating cultural events such as NAIDOC Week, Harmony Day and ANZAC Day.

Confident and Involved Learners

Our teaching and learning pedagogy allows each student to become confident and involved learners by:

- Using a combination of the Western Australian Curriculum and the Early Years Learning Framework to plan and design learning programs that are flexible and cater to the needs of each student (cognitive, physical, social, emotional and spiritual).
- Providing learning experiences that allow children to work towards their individual goals and targets using a 'whole-part-whole' teaching model. For example, opportunities for children to participate in whole class explicit teaching, followed by small group targeted learning and concluding with whole class reflection time to consolidate and discuss their learning.
- Using appropriate assessments to form opinions about student's academic needs and how to monitor and assist in their development.
- Children having a sense of ownership and belonging in the classroom by taking on various roles and responsibilities during the school day.
- Implement explicit teaching of key literacy and numeracy skills.
- Planning opportunities for children to participate in investigations based on curriculum directed topics and topics driven by student interests. During Investigation Time, children are encouraged to select how they want to demonstrate their learning, collaborate with others, ask questions, take risks and attempt to problem solve.
- Supporting individual learning needs through small group sessions with a teacher or education assistant, and where necessary, scaffolding, adapting and modifying programs.
- Referring children to school support programs such as Reading Recovery, Numeracy Support, Collaborative Learning and Life Skills programs to aid in individual goals and targets.
- Documenting modified curriculum programs using Individual Education Plans (IEP), Curriculum Adjustment Plans (CAP) or Group Adjustment Plans (GAP).

Learning Environment

The learning environment supports students as the third teacher by:

- Creating an environment where children feel safe, secure and supported.
- Arranging various learning spaces and furniture to cater for a variety of learning styles. For example, flexible seating with tables and chairs, hockey stools, working floor spaces, wet areas, couch and bean bags and outdoor learning spaces.
- Setting up and adapting learning spaces that support the learning occurring in the classroom. Areas are set up to encourage children to have ownership of their learning by investigating learning intentions through research, play and exploration. For example, creating topic based role play areas, reading and quiet zones, use of various construction materials and manipulatives.
- Displaying the focus learning intentions of each learning area and the lesson objective using a 'what are we learning' wall.
- Creating print rich learning spaces that support literacy, numeracy and oral language.
- Displaying children's work to support and build a sense of belonging, ownership and pride in their learning space.
- Utilising and sourcing equipment, resources and materials to stimulate, assist and consolidate the students learning, questioning and natural desire to inquiry.