

# Teaching and Learning Rationale

## Year Two

### **Catholic Identity**

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

- Our interactions with staff, children and family, which give witness to Christ.
- Teaching the Religious Education Units of Work each day.
- 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.
- Having a prayer table as a focus, reflecting the changes with the different liturgical seasons and the Religious Education units of work.
- 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 Mass as a class to foster their 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.
- Engaging and 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.
- Accepting each child and celebrating their uniqueness.
- Building a strong rapport with each child through engaging in regular conversations to get to know their interests, likes and dislikes.
- Recognising and respecting that each family is unique, and providing opportunities to learn and celebrate diverse backgrounds where possible.
- Inviting parents and members of the community in to the classroom to share their experiences and expertise.
- Adopting various communication platforms including parent teacher interviews, newsletters, written reports, Learning Journey evening and online media sharing modes.
- Encouraging parents to come into the classroom throughout the term to view their child's work.
- Teachers and families engaging in ongoing communication to discuss children's wellbeing, achievements and challenges.
- 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, 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.
- Implement explicit teaching of key literacy and numeracy skills.
- 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.
- Informing and explaining the learning intention of each learning area and the objection of each lesson.
- Planning opportunities for children to participate in investigation 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 risk and attempt to problem solve.
- Supporting individual learning needs through small group sessions with a teacher or educational assistant and where necessary, scaffolding, adapting and modifying programs.
- Referring children to school support programs such as Mini Lit, 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 table and chairs, hockey stools, working floor spaces, wet areas, couch and bean bags and creating indoor and outdoor learning spaces.
- Setting up and adapting learning spaces that reflect the learning occurring in the classroom. Areas are set up to allow children to explore and take charge of their learning through investigating and play. For example, using water play, role play and puppets.
- Displaying the focus learning intentions of each learning area and the lesson objection using a 'WILT' and 'WALT'.
- 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 own natural desire to inquiry.