

# Teaching and Learning Rationale

## Pre-Primary

### **Catholic Identity**

**In Pre-Primary, each student's Catholic Identity is fostered and supported by:**

- Our interactions with staff, children and family give witness to Christ.
- Integrating the Religious Education Units of Work across all aspects of the school day.
- Implementing the Making Jesus Program, including God Moments, where children are encouraged to recognise ways they live like Jesus each day.
- Regularly participating in Parish and Whole School Masses.
- Providing opportunities for daily prayer and reflection as a class and individually.
- Having and using the prayer table as a focus for faith identify, reflecting the changes of each liturgical seasons and the Religious Education units of work.
- 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.
- Incorporating Mater Christi's school motto, yearly mantra and Making Jesus Real into our daily teaching and conversations.

### **Relationships**

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

- Welcoming children and their family into the classroom each day, and engaging in conversation with them.
- Building a strong rapport with the children through engaging in regular and meaningful conversation with each child.
- Seeking information and working with families to continually build, develop and nurture each child's academic, social, emotional, physical and spiritual competence.
- Ongoing communication with families through regular conversations about their child's wellbeing, achievements and challenges.
- Using various communication platforms including parent teacher interviews, written reports, Learning Journey evening and online media sharing.
- Creating opportunities for families to be actively involved in the life of the classroom through parent helper roster, volunteering for excursions and activities, Mother's Day pamper morning and Father's Day afternoon.
- Respecting family and cultural differences through collection of student/family information and encouraging family contributions to the classroom program.
- Encouraging parents, extended family and community members to share their interests and expertise with the children e.g. police officer, nurse, paramedic.
- 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.
- Implementing explicit teaching of key literacy and numeracy skills.
- Displaying the focus learning intentions of each learning area and the lesson objective.
- Planning opportunities for children to investigate the world around them, selecting what and how they want to demonstrate their learning in order to promote agency, a willingness to take risks, engage in problem solving and work collaboratively with their peers.
- Allowing children to have a sense of ownership and belonging in the classroom by taking on various roles and responsibilities during the school day.
- Encouraging children to explore topics in a variety of ways to cater for different learning styles.
- Supporting individual learning needs through small group sessions with a teacher or educational assistant and where necessary; scaffolding, adapting and modifying programs.
- 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.
- Having furniture both outside and inside the classroom arranged in provoking and inviting ways that encourage exploration, learning and inquiry. Children have regular opportunities to construct, create, explore and investigate in purposeful ways.
- Intentionally organising learning areas in ways that foster and develop skills such as problem solving, self-initiating, decision making, critical thinking and risk taking.
- Creating learning spaces that are filled with the richness of literacy, numeracy and oral language. The environment is print rich, with displays of children's own planning, through and alongside books, posters and labels.
- Utilising and sourcing equipment, resources and materials to stimulate, assist and consolidate the students learning, questioning and own natural desire to inquire.