

WHO WE ARE AND WHAT WE BELIEVE

Information compiled by staff in 2017 that forms the guiding principles of our pedagogy and practices at Bateman Primary.

UNDERLYING BELIEF

We believe children are born with abundant potential and our role is to nurture its discovery.

OUR VISION

Our vision is to inspire in children a belief in their potential and empower them to be life-long learners.



To realise our vision we are guided by the following principles:

- **Learning Environment:**

Attending school will be engaging and enjoyable.

- **World class pedagogy:**

This is a place where educators unlock their own abilities and excel. We constantly strive to be our best.

- **Personalised:**

We remember all children are unique and strive to discover how they are intelligent, then tailor our teaching to that.

- **Nurturing:**

We facilitate perseverance and risk taking in a supportive environment which builds resilience.

- **Collaborative:**

We collaborate with the students' carers to nurture the discovery of their potential.



SCHOOL VALUES

COLLABORATION

ACHIEVEMENT

RESPECT

ENVIRONMENT



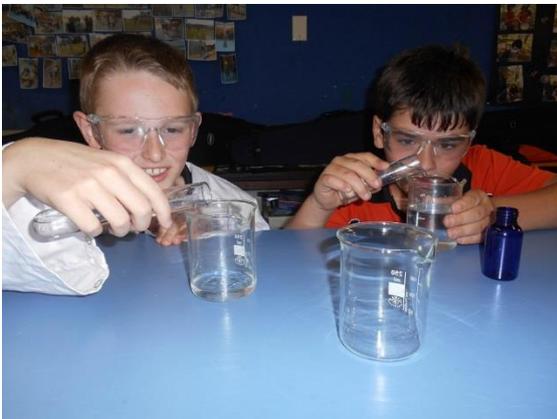
WHAT WE BELIEVE ABOUT EFFECTIVE TEACHING

- It develops the “Whole Child”
- It models our CARE values at all times
- It happens when student and teacher forms a positive rapport
- It is a balance of explicit and enquiry approaches
- It is differentiated
- It caters for individual students
- It recognises that all children can learn
- It is based on knowledge of how children learn
- It requires high levels of curriculum knowledge
- It is integrated through careful planning
- It requires excellent communication and interpersonal skills
- It creates positive classrooms and good student management
- It has high aspirations for all students
- It requires perseverance
- It engages all students, including those with special needs, in the curriculum
- It requires engagement in and application of professional learning
- It has genuine self-reflection and feedback at its centre
- It is collaborative and requires partnerships with families and outside agencies
- It encompasses school policies and procedures
- It celebrates success at all levels
- It requires professional behaviour and being a good ambassador for the school at all times
- It uses technology to enhance learning where applicable



WHAT WE BELIEVE AN EFFECTIVE LEARNER DOES

- They work with the teacher
- They persevere through difficulties
- They value learning
- They are inquisitive
- They take risks and try something new
- They use a range of strategies across contexts
- They understand their learning style
- They seek and deserve constructive, quality feedback
- They work independently and as part of a team
- They complete all work, including homework if required
- They embrace new technology
- They take pride in their work
- They are good communicators and listeners
- They are organised and follow class and school rules
- They model our CARE values at all times



WHAT WE BELIEVE ABOUT PROFESSIONAL LEARNING

- It underpins our practice as we are all continual learners
- It should be linked to the school's strategic direction
- It is meaningless unless shared with colleagues and applied in class
- It covers both pedagogy and curriculum content and delivery
- It includes collaboration in teams for planning and moderation
- It includes peer observation both as a presenter and an observer
- It may include partnerships with Universities and other parties
- It will form part of the performance management process
- Professional Learning Teams will meet regularly in timetable sessions to plan and review learning area development and implementation, moderate and discuss students' work and plan collaborative tasks
- All staff are available to be mentored or to mentor others and Admin staff may also be available for coaching



THE COMMON INSTRUCTION MODEL

At Bateman Primary we set high expectations for all students and staff as we work towards our Vision. We develop a shared understanding between staff and students of the rigour needed in the teaching and learning process and the need for high quality learning opportunities to meet our high aspirations.

We use a common approach to teaching Maths and English across the school with common language and philosophy from Kindergarten to Year 6, appropriate to phase of learning.

We teach the West Australian Curriculum explicitly across all learning areas and differentiate tasks to cater for all students to accommodate prior knowledge and family background. We believe that all children can learn and we provide high quality opportunities for this to occur in situations where students are expected to behave and apply themselves to their full capability.

We believe in structured played-based discovery learning in the early years of schooling and utilise the Early Years Learning Framework and Kindergarten Guidelines as well as the National Quality Standards to guide our planning and practice.



To extend our very capable students we provide opportunities for extension, both in and out of the classroom. We challenge all students by promoting Higher Order Thinking Skills through our questioning and structured learning opportunities.

We believe that teachers need to be learners and develop their teaching, assessment and management skills through quality professional learning aligned to the schools strategic direction. Teachers use genuine self-reflection and peer observation to inform their personal growth and are supported with mentoring and coaching and a performance management model that supports their professional growth.

A strength of our teaching team at Bateman Primary is our collaborative structures across the phases of learning and learning areas which use data and teacher observation to inform planning, teaching and assessment practices. All staff members are expected to be active participants in collaborative processes and opportunities are provided for teacher release to allow these meetings to occur on a regular basis.



Our assessment and reporting of student performance is both fair and valid. Assessment is made against the achievement standards of the West Australian Curriculum and is based on formal assessments such as NAPLAN and On-Entry testing, school-wide supplementary testing and moderated common assessment tasks, classroom observations and other records. We add value to students' learning and achievement when we actively involve them in the assessment process. We report formally and informally throughout the year and consider parents as partners in this process.



HOW OUR PLANNING WORKS

