



TEACHING AND LEARNING POLICY

RATIONALE

Effective planning practices for teaching and learning must be inclusive and comprehensive, taking into account the individual needs and differences of students to foster continuous learning and success for all. This policy should be read in conjunction with the school's policies for curriculum areas covered in teaching and learning programs, including English, Mathematics, Inquiry Learning, Assessment, Curriculum Framework, Gifted and Talent Students and Students with Disabilities and Impairments.

AIMS

It is the policy of the school that teaching and learning practices enhance the quality of learning for all students in an inclusive learning environment. The school aims to provide students with a range of learning experiences that will:

- Assist and inspire students to improve and achieve growth in their learning
- Promote excellence
- Develop self-esteem, confidence and independence.

IMPLEMENTATION

The assumptions about student learning which underlie these guidelines are that:

- All students want to learn and are capable of learning.
- Student self-esteem and confidence are central to student learning.
- A curriculum that is comprehensive will extend and develop the abilities of each student according to the Victorian Curriculum.
- Learning is fostered best in a socially supportive environment that promotes success for every student.
- Students come from different backgrounds and learn at different rates and in different ways.
- Students need regular feedback about their achievement in order to improve their learning.

Professional Learning Teams will work collaboratively to investigate and implement best practice in teaching and learning approaches that:

- Provide an inclusive learning environment that is differentiated and caters for different learning needs.

- Take account of cultural values, individual and special needs, gender equity and equal opportunity for students from all ethnic, socioeconomic and cultural backgrounds. This includes students with specific physical, emotional and intellectual needs.
- Involve students in both planning and evaluating their learning.
- Assist students progressively to take responsibility for their own learning and develop thinking skills.
- Provide students with continual opportunities for success and motivate them to engage in continual learning.
- Make use of assessment data, including triangulated assessment, formative and summative assessments and pre and post assessments to determine the needs and learning growth of students as well as the next point of learning.
- Provide a planned curriculum, linked to the Victorian Curriculum that targets student learning towards specific focus points in the curriculum, as identified in school scope and sequence and essential learning documents.
- Provide a planned, differentiated teaching and learning program to match learning experiences to the needs and abilities of students.
- Provide a balance of explicit teaching and student-directed inquiry-based learning experiences.
- Achieve growth in learning whilst building upon previous learning and leading to further learning.
- Provide appropriate instruction, support, intervention and extension in a timely and planned manner for all learners.
- Make provision for the implementation of Individual Learning Plans (ILPs), where necessary, for students well above the expected level and for students consistently performing well below the expected level.
- Enhance cooperation and support between students, and between students and teachers.
- Provide opportunities for individual and cooperative group learning.
- Apply a variety of approaches, when appropriate, towards cooperative group learning, including mixed-ability and like-ability groupings whilst also providing support and opportunities for student choice with regards to working either individually, with a partner or in a group.
- Utilise inquiry-based learning and provide Rich Tasks for students to engage in higher-order thinking, such as critical (analytical) and creative thinking.
- Build confidence in student engagement with inquiry-based processes, including self-directed learning, experimenting, analysing and creating.
- Embed learning technologies (ICT) across the curriculum to enhance learning.

EVALUATION

This policy will be reviewed as part of the school's on-going review cycle. It is anticipated that the policy will be reviewed after four years of implementation, however, changes as deemed necessary by the school's leadership and/or changes in Departmental terminology may necessitate that the policy is reviewed at an earlier time.

THIS POLICY WAS LAST RATIFIED BY SCHOOL COUNCIL ON 21ST AUGUST, 2017