



# Teaching & Learning Policy

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<b>Date Implemented</b>	11 <sup>th</sup> December 2013
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<b>Approved By</b>	College Council / Education sub-committee
<b>Approval Authority (Signature &amp; Date)</b>	<i>Gael Hardman 17/9/19</i>
<b>Responsible for Review</b>	Leading Teacher: Curriculum, Assessment and Reporting – Corryn Hicks
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<b>References</b>	DET, Learning Links – Kath Murdock & Jeni Wilson

## RATIONALE

- Student learning is fundamental to achievement and self-esteem in later life, and is the core responsibility of Seymour College, the School Council, its teachers and principal.
- Student learning is greatly affected by the quality of teaching and Seymour College must ensure that its teachers teaching skills, knowledge and commitment are of the highest standard.
- The relationship teachers build with their students profoundly impacts student learning.
- Learners will take risks and embrace challenges in a supportive, safe and secure environment.
- Clear goals, expectations, routines and a discipline plan enable students to take more responsibility for their learning.
- Understanding the learning process and personal learning attributes enhances learning.
- Every student can learn, given the right opportunities.

## VISION

At Seymour College we strive for excellence and respect each other. We strive to create a learning environment which inspires successful, confident and creative learners who will become active and informed members of our community and of the global context.

With our focus on 21<sup>st</sup> Century Learning the College has a vision to:

- shift from instruction toward **active learning** and increase emphasis on **personalised learning**
- emphasise **collaborative** learning and **team work** in teaching and learning
- grow the importance of **informal learning**
- focus on **higher order thinking skills** such as problem solving, critical thinking, deep understanding and a greater emphasis on creativity and innovation
- create students who are **life- long learners** and **explicitly teach skills** to develop this
- support learners to be **creative and innovative**
- implement deep, rich, connected, problem and project based **assessment**
- **use technology** to make learning more engaging, efficient and collaborative

## **AIMS**

- To provide Seymour College's students with shared and personalised learning experiences.
- To provide Seymour College's students with effective learning opportunities and experiences.

## **GUIDELINES FOR ACTION / IMPLEMENTATION**

- Teachers at Seymour College acknowledge that students deserve the very best teaching possible, and recognise the strong link between the quality of teaching and student performance.
- Learning experiences will be challenging, engaging, and involve practical 'hands-on' activities and first-hand encounters wherever practicable.
- Individual Education Plans will be developed for each student working toward a goal based assessment, living in an 'out-of-home' arrangement, those identified as Aboriginal or Torres Strait Islander, EAL, PSD funded or working twelve months or more above or below the expected standard in Literacy and Numeracy. This plan will identify targets and achievement goals that reflect the curriculum and the student's individual needs.
- Parents will be kept well informed of their child's progress and will be invited to be active participants in their child's learning.
- Student achievement data will form the basis of each student's learning. Both extension and intervention opportunities will be provided for all students according to need.
- Learning opportunities will be open-ended, cater for the capabilities of all students, will develop thinking skills, and will be based upon cooperative learning strategies and the inquiry based approach to learning and teaching.
- Sequential and viable courses of study in all key-learning areas will be developed and implemented by professional learning teams of teachers who constantly review student performance and analyse content, resources and teaching techniques to meet student needs.
- Partnerships will be formed with agencies, organisations and members of the wider community where appropriate to broaden teaching and learning opportunities for students.
- Teachers will become skilled practitioners in the use of learning technologies, and will routinely encourage the use of technologies to enhance learning opportunities.
- All teachers will undertake to enhance their skills by active involvement in personal professional development programs.
- All teachers will be involved in peer coaching and peer assessment.
- All teachers will utilize the College Instructional Model. Clear learning intentions and success criteria will be planned collaboratively and communicated to all students.

## **EXPECTATIONS / GUIDING PEDAGOGICAL PRINCIPLES**

- The Learning environment is supportive and productive.
- The learning environment promotes independence, interdependence and self-motivation.
- Students are challenged and supported to develop deep levels of thinking and application.
- Students' needs, backgrounds, perspectives and interests are reflected in the learning program.
- Learning connects strongly with communities and practice beyond the classroom.
- This policy will be reviewed as part of the College's review cycle.

1. This policy will be made available on the College's website.

2. This policy was ratified by College Council on 

21/08/2019
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### ***Child Safe Standards***

*"Victorian government schools are child safe environments. Seymour College actively promotes the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment in accordance with their legal obligations including the Child Safe Standards. The College's Child Safety Code of Conduct is available on the school's website."*