



TEACHING AND LEARNING POLICY FINAL 2018

"Learning brings hope. In a Catholic school that hope is based on God's love and care for all. Catholic educators see learning as a journey of possibilities, where students are energised to seek meaning and explore questions about the world around them." Horizons of Hope. 2017, p. 5

Rationale

Academy of Mary Immaculate is a learning community where Mercy charism is central to all we do. Consequently the six key Mercy values of respect, service, courage, hospitality, compassion and justice are the living touchstones and expressed in all pedagogical, curriculum and assessment practices. Furthermore in keeping with our Catholic tradition of valuing the dignity of the human person, this education embraces the religious, intellectual, physical, social and emotional dimensions of the learner.

This policy is underpinned by the belief that through the on-going formation of our learning community all of our processes demonstrate a commitment to empowering young women to be future ready, to develop empathy and imbue in them a strong sense of social justice.

High expectations and a commitment to excellence are at the heart of this vision. Success is conceived of as continuous growth whereby students reflect on their performance, identify goals and work toward achieving their personal best.

Definitions

UBD

Understanding by Design (UBD) is a framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UBD works alongside standards curriculum and supports teachers to clarify learning goals, devise revealing assessments of student understanding, and craft engaging learning activities.

E5

E5 is a tool for teachers and schools to help develop and improve teaching practice through discussion, observation, critique and reflection. The e5 model provides a framework to support these conversations. The model consists of 5 domains: engage, explore, explain, elaborate, evaluate.

Statement Of Purpose

The Teaching and Learning Policy seeks to:

- actively promote shared understandings about excellent teaching and learning
- provide consistency of approach
- promote staff harmony
- identify high standards of professional practice
- establish guidelines for procedures and routines
- establish a process for delegation and decision making

Guiding Principles

At Academy excellent teaching and learning:

1. promotes high expectations of all members of the learning community (students, staff)
2. is student-centred
3. ensures that learning tasks are authentic and that students have opportunity to explore issues of relevance to their world
4. maintains that students must have voice and choice in demonstrating their learning
5. experiences are designed to promote collaboration, curiosity and creativity
6. promotes a growth mindset and students are explicitly taught what resilience and persistence looks like (links to Positive Ed/well-being)
7. is underpinned by critical reflection and continuous improvement
8. celebrates diversity and ensures that learning experiences are differentiated
9. advocates deep understanding and seeks to create opportunities to see issues from multiple perspectives
10. upholds that best-evidence shows that high quality learning is achieved when curricula delivery is consistent, comparable and equitable
11. recognises that effective use of assessment provides evidence of learning which informs teaching and learning plans
12. a pledge by educators to have a strong knowledge of the curriculum and contemporary pedagogical practices which promote learning growth

Procedures

Excellent teaching and learning at Academy is strengthened by the adoption of research and evidence-based practices. Furthermore effective teaching and learning practices are underpinned by the view that curriculum, pedagogy and assessment are inter-related. For excellent teaching and learning to be enacted all three must be addressed and continuously reflected upon and reviewed.

Curriculum

“Curriculum in a Catholic school is illuminated by Catholic faith with the formation of, and reverence for the learner at its centre.” (Horizons of Hope, ‘Curriculum’ 2017, p3)

Therefore, at Academy quality curriculum is enacted through:

- the adoption of the ‘Victorian Curriculum’ in Years 7 – 10, Victorian Certificate of Education (VCE) courses of study including VET units for students in Years 11 & 12
- a commitment to the principles of Understanding by Design (UBD) and the development of UBD planners for Years 7-10
- opportunities to explore deep questions in relation to local and global issues from multiple perspectives and significantly from our Catholic and Mercy Tradition
- monitoring of curriculum so that is cohesive, rigorous and comprehensive (This means that educators commit to mapping curriculum at whole school, curriculum and year levels)
- storing of units in agreed to and easily accessible locations on the school learning management system
- an expectation and commitment that teachers share resources
- educators having an informed understanding of the achievement standards learners should attain as they progress through school (These documents include The Victorian Curriculum and the RE Curriculum Framework: Catholic Education Melbourne, 2016)
- through annual review and evaluation of units of work by teachers and students
- through a more comprehensive internal review of subjects to be embedded as part of the annual Learning Leaders’ Strategic Planning Meeting (The recommendations of which are provided to Senior Executive for endorsement to ensure it aligns with the key goals identified on The School Improvement Plan)

Pedagogy

"Pedagogy in a Catholic School seeks to develop deep learning and to create animated learners, inspired by the Gospel, led by the Holy Spirit to act for justice and strive for the common good" (Horizons of Hope, 'Pedagogy', 2017, p5)

Therefore at Academy pedagogy is enacted through:

- agreement that E5 is the dominant pedagogical model across the college
- development of engaging learning experiences that promote curiosity, creativity and wonder
- nurturing of respectful and safe learning environments
- creating learning environments that challenge students to persist
- the regular provision of learning intentions that are clearly stated and or recorded from outset of the lesson
- the regular provision of success criteria and high quality exemplars prior to assessment
- the use of the professional learning, in particular PODs, teachers become experts for one another and share effective teaching practices

Role Descriptions

The Director of Learning:

- Works with learning community (parents, teachers, staff and students) in co-creating an ongoing vision for teaching and learning
- Takes overall responsibility for whole school curriculum mapping in consultation with Learning Leaders
- Supports and builds capacity of Learning Leaders
- Oversees implementation of School Improvement Plan and Annual Action Plans in relation to teaching and learning
- Promotes and supports innovation

Learning Leaders:

- establish team and collaborative practices
- maintain 'best practice' and 'next practice' outlook
- ensure that through collaborative team practices curriculum is stimulating, authentic and rigorous
- document and map the curriculum against the Victorian Curriculum and Victorian and VCE Studies thus ensuring that it is comprehensive and cohesive
- monitor that curriculum is delivered in agreed timeframes across classes
- monitor that assessments across the college from years 7-10 are designed to reflect student voice and choice
- monitor that summative assessments are of a high standard, reflect the content being taught and are applied consistently across year levels
- assist teachers in meeting reporting requirements
- support teachers in their professional development
- discuss subject specific concerns with the Director of Learning
- nominate Subject Convenors when multiple teachers are teaching the same content, at the same time in any one year level
- update resources annually and removing obsolete content in consultation with the teaching team

The Subject Convenor:

- ensures that regular team meetings occur to design and or curate curriculum units
- implements units in accordance with agreed timelines as agreed timelines and recorded on the school Learning Management system
- evaluates units regularly – using teacher judgement, achievement outcome data and student unit evaluations
- with the support of the Learning Leader, Director of Learning developing a spirit of collaboration and sharing resources
- with the support of the planning team develop appropriate assessment criteria and support team members in ensuring that these are agreed to, implemented consistently applied across classes

Related Documents

Bransford, Brown, & Cocking, (2000) How People Learn: Brain, Mind, Experience and School, National Academies Press, Washington.

Catholic Education Melbourne, (2017) Horizons of Hope: An education framework for the Archdiocese of Melbourne, Catholic Education, East Melbourne.

Department of Education, e5 Instructional Model, www.education.vic.gov.au/school/teachers
 Access Date: 9.4.18

Dweck C.S., (2012) Growth Mindset: How you can fulfil your potential, Little Brown work group London.

Victorian Curriculum, <http://victoriancurriculum.vcaa.vic.edu.au/> (Access date: 22.01.18)

Victorian Entry Certificate, <http://www.vcaa.vic.edu.au/Pages/vce/index.aspx?Redirect=1> (Access date: 22.01.18)

Wiggins and Mc Tighe, (2007) Schooling by Design: Mission, Action, and Achievement, Association for Supervision and Curriculum Development, Alexandria.

Date to be reviewed

Author	Date finalised	Date to be reviewed
Nada Jarni/Learning Leaders	June 2018	June 2021