

Teaching and Learning Policy

PURPOSE

This policy is intended to inform staff and the community about the teaching and learning at Carranballac College. This is to ensure a clear understanding of, and a consistent approach to teaching and learning and to provide a guaranteed and viable curriculum, in line with the Victorian Curriculum 2.0. The curriculum will align with College values (respect, inclusiveness, resilience, integrity and responsibility) in developing excellence in lifelong learners who are connected, resilient and respectful.

SCOPE

At Carranballac College, we follow the Department of Education's Victorian Teaching and Learning Model in alignment with FISO (Framework for Improving Student Outcomes) 2.0 and the Victorian Curriculum. The following Practice Principles about teaching, learning and assessment will guide the way we plan, deliver and assess learning for all our students. These are pedagogies which make the difference in improving student learning;

- A supportive and productive learning environment that promotes inclusion and collaboration
- Curriculum planning and implementation that engages and challenges all students
- Deep learning that challenges students to construct and apply new knowledge
- Evidence-based strategies that drive practice improvement
- Rigorous assessment practices and feedback that inform teaching and learning.

POLICY

At Carranballac P-9 College we follow the Carranballac College Instructional Model which is research based and aligned to;

- FISO 2.0
- Victorian Teaching and Learning Model
- Vision for Learning and well-being
- Practice Principles
- High Impact Teaching Strategies

Teaching and Learning in each cohort and curriculum area is inquiry driven using the Professional Learning Community Inquiry cycle, whereby teachers;

- *Evaluate and diagnose* student needs, using formative and summative assessment data sources
- *Prioritise and set goals*, being transparent and clear in what success will look like and what the measures will be

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- *Develop and plan* a rich, rigorous and differentiated curriculum which suits the individual needs of students
- *Implement and monitor*, tracking of individual and cohort data which is triangulated and analysed.

Each Professional Learning Community (PLC) is student centered and develops collective efficacy and shared responsibility for the teaching and learning of their cohort through collaboration and planned reflection. They get to know students and their individual learning needs and plan to cater for these. PLCs use the Carranballac Instructional Model as a structure for planning and delivering their teaching. The teaching and learning in each classroom promotes student voice and opportunities for students to have choice in what and how they learn.

Program Development

Teaching and Learning in PLCs has its foundation in these core principles;

1. Student learning focus -unwavering focus on student learning
2. Collective responsibility for student outcomes
3. Instructional leadership –focus on teaching and learning
4. Collective efficacy
5. Adult learning principles are enacted including the use of norms and protocols to facilitate.
6. Privileged time –for teacher conversations about student learning
7. Continuous improvement including ongoing and focussed professional learning
8. Evidence driven – effective professional learning and practice are evidence-based and data-driven including the modification of learning sequences based on student needs
9. Build upon prior knowledge and plan appropriate sequences of learning and assessments
10. Plan and upload using agreed upon curriculum documentation to plan termly overviews, units and weekly planners as well as individual work programs.

Implementation

Professional Learning Communities facilitate teaching and learning at Carranballac College that;

- Comprise small teams of approximately 3 to 6 teachers meeting regularly
- Use the [FISO 2.0 improvement cycle](#) to engage in continuous improvement cycles focused on improving student learning and wellbeing

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- Ensure data and evidence forms the starting point for the improvement cycle, and is the foundation for all discussions
- Use protocols and norms to guide the PLC, ensuring that:
 - all voices are heard
 - the inquiry moves past surface assumptions
 - conversations, while professionally challenging, remain safe and inclusive
- Align improvement cycles to the School's Strategic Plan and/or Annual Implementation Plan
- Incorporate peer observations and coaching to build the capacity of all educators within the school to provide exemplary teaching and learning practices
- Provide timely feedback to students and parents in both written and verbal formats using student reports, learning tasks, newsletter items and conferences.

Providing Learning Opportunities

- Implement the Carranballac College Instructional Model in all lessons inclusive of learning intention, success criteria, explicit teaching, purposeful practice and reflection
- Display, explicitly explain and reflect on the learning intention at the beginning, throughout and at the end of each lesson, with clear success criteria to maximise achievement
- Provide individual learning/education plans for Program for Students with Disabilities (PSD) / Disability Inclusion (DI), Aboriginal and Torres Strait Islanders (ATSI), English as an Additional Language (EAL), Autism Spectrum Disorder (ASD), vulnerable students, students with identified learning, social or emotional challenges, and students living out of home
- Ensure students are using technology safely and are responsible digital citizens by upholding our e-smart policy
- Provide students with a differentiated curriculum informed by data through formative and summative assessments
- Explicitly teach 10 hours of English each week using whole college approach to planning, teaching and assessing, and as part of the broader curriculum (primary)
- Explicitly teach 5 hours of Mathematics each week, and as part of the broader curriculum (primary)
- Ensure both the skills and content of curriculum areas are taught
- Provide specialist education in a broad range of curriculum areas such as music, physical education, science, languages (Japanese) and technologies.

Monitoring and Assessment on Learning

- Use formative, summative and triangulated assessment to monitor continued improvement.
- Identify and monitor students at risk including Program for Students with Disabilities (PSD) / Disability Inclusion (DI), Aboriginal and Torres Strait Islanders (ATSI), English

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as an Additional Language (EAL), Autism Spectrum Disorder (ASD), vulnerable students, and those with identified learning, social or emotional challenges, and students living out of home.

- Use a range of assessment tools such as Online Interviews, National Assessment Program – Literacy and Numeracy (NAPLAN), PATR and PATM, Fountas and Pinnell, Ability Based Learning and Education Support (ABLES) and teacher judgments to inform instruction.
- Follow the assessment schedule that has been developed and revised for each Victorian Curriculum level and incorporate them into yearly, term, weekly and individual planning.

Reporting on Learning

- Identify students that require intervention and monitor progress
- Individual Learning Plans are reviewed and revised
- Intervention recommendations are reported on
- Parents are informed of student progress through phone calls, organised parent meetings, conferences and formal reporting, as well as informal meetings
- Compass is used as a means of communicating with parents about student progress.

FURTHER INFORMATION AND RESOURCES

Related School Policies

- Teaching and Learning Policy
- Engagement and Wellbeing Policy

Related DET RESOURCES

The Department's Policy and Advisory Library:

- [Victorian Curriculum](#)
- [Curriculum Programs Foundation to 10](#)
- [Framework for Improving Student Outcomes \(FISO\)](#)
- [FISO Practice Principles](#)
- [Assessment of Student Achievement and Progress Foundation to 10](#)
- [Victorian Teaching and Learning Model](#)

EVALUATION

This policy will be reviewed as per the review cycle and/or updated to reflect changes in DET regulations or school circumstances.



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