

# TEACHING AND LEARNING POLICY

## Preamble

When referring to this policy, “teaching and learning” refers to all curriculum, assessment and classroom programs at Mount Ridley P–12 College. It also encompasses the learning environment and links made with the wider community.

## Rationale

Student learning is greatly affected by the quality of teaching they experience. Teachers therefore must ensure that their teaching skills and commitment are of the highest standard and that their pedagogical knowledge is current.

## Guiding Principles

At Mount Ridley P–12 College we aim to provide students with an engaging curriculum that is diverse, relevant and enjoyable and to ensure all students have the opportunity to develop independence and experience success in their learning.

## Implementation

At Mount Ridley P–12 College:

- We acknowledge that students deserve the very best teaching possible and subsequently provide high quality teaching and learning programs.
- Work in flexible learning neighbourhoods and share resources and space.
- Work within level teaching teams and share skills and expertise in order to provide students with programs that reflect current best practice.
- Establish the learning levels of individuals in an objective way and provide extension and intervention as appropriate.
- Develop learning plans that cater for the individual needs of students as well as the needs of the College program.
- Form partnerships with agencies, organisations and members of the wider community where appropriate to broaden teaching and learning opportunities for students.
- Set challenging yet achievable goals for individual students, ensuring each student experiences success.
- Monitor and record individual progress toward the meeting of set goals.
- Monitor and evaluate the attainment and progress of each student and use this information to set new goals.

Teachers aim to develop a classroom culture where individuals are encouraged, respected and challenged intellectually, physically and socially. Teachers will encourage students to develop as learners and individuals by:

- Progressing from a high level of teacher control, decision making and explicit teaching to students taking greater control for decisions about their learning as the years progress.
- Providing opportunity to ensure all students experience success.
- Using praise and positive reinforcement as the predominant classroom management strategy.
- Working with students to develop learning spaces that are attractive, stimulating places where resources are on hand and well managed.
- Using individualised or small group instruction and a variety of classroom management strategies.
- Providing students with the opportunity to have a say in what and how they learn.

Parents will be kept well informed of their child's progress and will be invited to be active participants in their child's learning.

A staff member is designated as the Director of Teaching and Learning in each of the Sub-Schools and is responsible for:

- promoting excellence in the delivery of curriculum programs across the Sub-School;
- providing information to assist teachers in their professional development goals;
- facilitating the induction of new staff through support and professional development programs; and
- organising and facilitating the resourcing of literacy programs across the Sub-School.

### **Evaluation**

As part of the College review cycle this policy will be reviewed every three years.

Date policy ratified: 23/05/2009

Date of next review: 2012