

Teaching and Learning Policy

PURPOSE

The Teaching and Learning policy supports students to achieve personal excellence and provide them with the skills and understandings they will require to flourish in and outside of our school, as global citizens, into the future. Malvern Central School seeks to develop creative, independent, collaborative and contemporary thinkers, with a passion for learning and making positive contributions to our ever changing world. Malvern Central School provides a safe, caring and stimulating learning environment, which enables students to grow socially, emotionally, intellectually and physically.

AIMS

This policy is intended to:

- Outline the core teaching and learning that underpins classroom practice at Malvern Central School
- Provide a 21st century framework for learning and teaching at Malvern Central School
- Establish general principles to be implemented throughout the school
- Reflect the school's values and strategic objectives as specified in the school's Student Engagement and Wellbeing Policy, Literacy and Numeracy Policy, Strategic Plan and Annual Implementation Plans

TEACHING AND LEARNING COMMITMENTS

The teaching and learning community of Malvern Central School are committed to:

- Promoting collaboration and teamwork to achieve high quality teaching and learning - Instilling high aspirations and expectations within our students and teachers
- Ensuring all students and teachers act according to the school values of: Integrity, Respect, Innovation, Community and Perseverance
- Prompting rich learning by providing learning opportunities that actively engage students and appropriately challenge them to meet individual learning needs
- Enhancing teacher professional standards by engaging staff in ongoing professional learning and discussions

IMPLEMENTATION

Implementation of this policy is affected by numerous components, each playing an important role in the process of student learning.

CURRICULUM

Malvern Central School uses the Victorian Curriculum to guide teaching and learning programs. Our school has a strong focus on the explicit teaching of Literacy and Numeracy as an essential basis for future learning.

ENGLISH

Malvern Central School provides a comprehensive English curriculum, which is further detailed in the English Policy. This curriculum has a strong focus on initiatives that enable differentiation to meet individual student needs. Explicit teaching of reading, comprehension and writing as well as technical processes such as phonic knowledge, spelling, grammatical knowledge and pronunciation are key components of the English program from Foundation to Year 6.

MATHEMATICS

Malvern Central School provides a comprehensive Mathematics curriculum, which is further detailed in the Mathematics Policy. Authentic mathematical experiences are provided through the teaching and learning of problem solving, hands-on learning, open-ended tasks and differentiated learning tasks that both enable and extend the student's individual learning needs.

SOCIAL AND EMOTIONAL LEARNING

Malvern Central School engages the school community in student wellbeing through the implementation of The Resilience Project and Circle Time for Emotional Literacy. These programs promote positive school interactions, encourage students to think reflectively and enable students to develop an understanding about themselves and others. Within the classroom, students engage in learning that promotes the school values of: Integrity, Respect, Innovation, Community and Perseverance. The Student Wellbeing School Improvement Team support the implementation of wellbeing curriculum across the school. Classroom learning tasks are based on activities from the Respectful Relationships, The Resilience Project and Circle Time for Emotional Literacy curriculum.

OTHER CURRICULUM AREAS

In addition to the comprehensive classroom programs offered in English and Mathematics, an Integrated Learning approach is applied which addresses the curriculum areas of Science, The Humanities, Technologies and Health Education.

The Cross-curriculum Priorities of Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability, are also addressed through the Integrated Learning program. Furthermore, the four capabilities of Critical and Creative Thinking, Ethical, Intercultural, Personal and Social are also integrated.

Specialist teachers provide instruction in Physical Education, Language other than English (LOTE, Japanese), Visual and Performing Arts. Interdisciplinary, personal and social learning are addressed within these domains and supported by a range of outdoor education camps and excursion initiatives. Malvern Central School is an active participant in district sport competitions as well as providing opportunities for students to participate in instrumental musical programs.

PEDAGOGY

Pedagogical practices are reviewed in accordance with the Malvern Central School Strategic Plan and Annual Implementation Plan. All staff are supported to implement whole school pedagogical practices through the Performance and Development process and are supported by engaging in regular, targeted professional learning. At Malvern Central School, teaching and learning programs are underpinned by the Pedagogical Model and the High Impact Teaching Strategies. A school wide peer observation program is also used to support and guide teachers in reflective practice and curriculum implementation.

ASSESSMENT AND REPORTING

The use of assessment is a continuous process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about student progress and achievement. All teachers plan for and conduct a wide range of assessment and reporting activities to support student learning and development, as outlined in the Malvern Central School Assessment Schedule. Individual and cohort data is analysed on a regular basis during Professional Learning Community meetings, whole staff meetings and moderation sessions.

Formal reporting provides comprehensive information about student learning and achievement in different forms. Student reports are provided to parents/carers twice a year to strengthen partnerships between home and school, and to provide meaningful communication about student learning progress and needs. The Annual School Report provides the school community with a summary of the school's achievements and progress each year. Ongoing information about Malvern Central School's curriculum and classroom learning is regularly communicated to the school community via the school newsletter and Compass News Feeds.

ENRICHMENT AND EXTENSION

Malvern Central School offers a number of different initiatives to support students working below and above expected levels. A Foundation - Year 2 and Year 3 - Year 6 Literacy Intervention program is provided. Support and enrichment within the classroom takes place through a differentiated program and small group explicit teaching practices. Individual Learning Plans are co-constructed between parent and teacher for students receiving extensive adjustments outside of the everyday classroom curriculum.

PLANNING

Each year level and specialist teacher group is comprised of a Professional Learning Community. Professional Learning Community teams meet once every week to collaborate and monitor student progress, as well as research, plan and design appropriate learning tasks in line with student needs. Within these teams, teachers ensure scope and sequence and curriculum implementation is monitored across their cohort. Each level team is responsible for core curriculum planning and delivery in English, Mathematics and Integrated Learning. Malvern Central School has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, shared documentation, and common understanding of the whole-school curriculum by teachers and parents. Consistency in methodology, planning and curriculum delivery is documented in the Pedagogical Model and incorporates the DET High Impact Teaching Strategies and the Practice Principles for Excellence in Teaching and Learning.

SCHOOL IMPROVEMENT TEAMS

Malvern Central School has School Improvement Teams (SIT), led by curriculum coordinators, with teacher membership from each level of the school. These teams focus on English, Mathematics, Student Engagement and Student Wellbeing. The Leadership Team is focused on four-year planning cycles, as guided by the School Strategic Plan, and continuous analysis of a range of data sets around school improvement. At this level there is an integration of long term planning around fiscal management, workforce planning and school structures.

EVALUATION

This revised policy will be reviewed in line with the school's new Strategic Plan in 2020.