

Sacred Heart College



Yarrowonga

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Learning & Teaching Policy

Ratified by Leadership	Sept 2019
Responsibility for currency	Learning & Teaching Leader
Year for next major review	2022
Record of revisions	<ul style="list-style-type: none">• 13/5/2013 Update format and terms to reflect language of CoSSI.• 12/7/2016 Update to include Child Safe material• 26/7/16 Added section on Valuing Diversity and Inclusion• 10/9/19 Update vision, mission. Changed wording.• 11/10/19 Major revision of implementation dot points.

RATIONALE

Learning and teaching at Sacred Heart College is grounded in our Identity, Vision and Mercy Ethos. Our learning community should feel a sense of inclusion as each member contributes unique gifts, talents and strengths. As a Catholic School, students and staff experience the richness of the Catholic tradition and are invited into a faith relationship with a loving God. (COSSI) The focus of learning and teaching at Sacred Heart College is on student growth through setting engaging, challenging yet achievable learning goals for all students which provide them with opportunities to reach their full potential.

COMMITMENT TO CHILD SAFETY

All students enrolled, and any child visiting, have the right to feel safe and to be safe. The wellbeing of children in our care will always be our first priority and we have zero tolerance to child abuse. We aim to create a child safe and child friendly environment where children feel safe and are free to enjoy life to the full without any concern for their safety.

INCLUSIVE EDUCATION

Sacred Heart College:

- Is committed to ensuring that students with disabilities are not discriminated against and are accommodated to participate in education on the same basis as their peers,
- acknowledges and responds to the diverse needs, identities and strengths of all students,
- students with disabilities and additional needs are treated with respect and are involved in making decisions about their education
- will make reasonable adjustments, where necessary, to accommodate students with disabilities or additional needs.

A positive classroom environment is fostered contributing to positive attitudes and beliefs about disability, positive learning, engagement and wellbeing outcomes for all students.

VISION

At Sacred Heart College we believe that:

1. Learning in a Catholic education environment helps individuals open their hearts and minds to God and bear witness to this in the community.
2. Our College is a dynamic hope-filled learning environment where all individuals are valued, inspired and challenged to be their best.
3. Our College is a community where all members work in partnership to contribute to the holistic development of each individual.
4. Education empowers individuals to be responsible for their lives and to contribute to society as stewards.

GRADUATE OUTCOMES

As a graduate of Sacred Heart College our graduates:

- Are called to live out the Mercy values and follow the teachings of Jesus;
- know that they are loved by God;
- are empowered as a learner to achieve their best;
- are a curious and creative learners who seeks growth through challenge;
- have the courage to act with integrity;
- contribute positively to the community;
- are responsible, respectful and inclusive;
- are attentive to their spiritual, physical, academic and emotional growth.

Valuing Diversity and Inclusion

Sacred Heart College values and celebrates diversity. Discriminatory practices are not tolerated. To achieve this, we:

- promote the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students and their families,
- promote the cultural safety, participation and empowerment of students from culturally and/or linguistically diverse backgrounds (CALD) and their families,
- promote the personal safety, participation and empowerment of students with impairments or disabilities and make them feel welcome and part of all aspects of school life.

STATEMENTS OF BELIEF

At Sacred Heart College we believe that:

- all students have the capacity for growth through learning,
- engaging in this learning process is the responsibility of students. (VCAA)
- effective education requires an authentic partnership between home and school,
- learning is an integration of faith, life and culture,
- learning and teaching needs to be responsive to individual needs ,
- learning is a continuous process and needs to have connections to the wider community and should prepare students to be global citizens,
- learning occurs best through positive and caring relationships and a safe and supportive learning environment,
- education must provide attainable yet challenging goals and affirm achievement,
- students should develop an increasing responsibility for their own learning in order to become productive and critical thinking members of our society.

GOALS AND GUIDELINES

We aim to:

- promote understanding, consistency and application of high quality learning and teaching
- promote processes and procedures that enable effective learning and teaching practices
- encourage student and staff agency in designing and reviewing high quality learning and teaching programs
- improve learning outcomes for all students by focusing on student growth and evidence based practice,
- provide 'a deep, rich, liberating and engaging curriculum' (COSSI),
- encourage 'deep thinking, inquiry and questioning' (COSSI),
- set high expectations for all students and support and encourage their journey towards them,
- provide for a range of learning styles, abilities and interests within the classroom,
- enhance moral, spiritual, physical, intercultural and academic development of our students,
- to provide opportunities for students to explore and develop their understanding of the Catholic faith and other religions,
- encourage all students to feel empowered and confident as learners,
- support and encourage individual, collaborative and cooperative learning,
- foster the understanding and acceptance of our own culture and society, as well as those of others.

IMPLEMENTATION

- At Sacred Heart College we enact the 'Victorian Curriculum' in Years 7 – 10, Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning courses of study including VET units for students in Years 11 & 12.
- We are committed to applying evidence based approaches to teaching and learning in particular the Department of Education's High Impact Teaching Strategies and Bloom's Taxonomy.
- In each class the Learning Intentions, Success Criteria and Key Vocabulary are made explicit to students to ensure that learning is purposeful and students and teachers critically reflect on the lesson and identify the next steps in learning individually and or collaboratively.
- We also implement a coaching model based on the (GROWTH coaching program) with staff to ensure that they are critically reflective practitioners who are actively improving their effectiveness and are supported by their colleagues in this endeavour. Classroom observation is also a key component of the Coaching model as is seeking student feedback on the effectiveness of the delivery of learning and teaching. Through class surveys and student interviews conducted by educational consultants.
- Learning Areas map the curriculum using the VCAA curriculum mapping tools and also document the curriculum using the College's 7-10 and VCE/VET/VCAL unit plan templates.
- Teachers have an informed understanding of the Victorian Curriculum achievement standards, content descriptors and elaborations for the learning areas and capabilities they teach.
- Teachers of the Victorian Certificate of Education, Victorian Certificate of Applied Learning and Vocational Education and Training (VET in the VCE) have an informed understanding of the relevant curriculum documents (e.g. current VCE Study Design, VCAL QA Templates) and are accessing current VCAA resources and publications including professional learning to enable them to successfully implement the curriculum.
- Storing of the curriculum documents on shared google drives that are easily accessible and operate as live documents that are kept up to date.
- Teachers use a range of data and evidence of student learning to assess the effectiveness of units of work and pedagogical practices.
- Teachers are expected to share knowledge and resources and actively engage as professionals in learning and teaching meetings.
- Student progress along the learning continuum is carefully tracked using formative rubrics aligned to the curriculum and underpinned by Bloom's taxonomy (designed by teaching teams.)
- Teachers use SIMON / PAM (online learning management system) to provide ongoing and timely feedback to students, parents and Learning Advisors. They identify the learning goals students have achieved and future learning goals.
- Evidence of learning progress against the curriculum is used to target teaching and reflect on the effectiveness of teaching and learning practices.
- Teachers demonstrate strong knowledge of the curriculum and engage in ongoing professional learning to strengthen their curriculum expertise and pedagogical practice in order to promote student growth.

We strive to:

- include activities that promote religious experiences, opportunities for spiritual development and witnessing of Gospel values across subject areas,
- engage in professional dialogue and actively review the effectiveness of our learning and teaching programs and curriculum structures,
- provide evidence based targeted teaching, learning and assessment which aims to progress every student along the learning continuum,
- develop programs which allow students to connect learning across learning areas,
- provide opportunities for self-directed and inquiry learning, empowering students as learners who become increasingly responsible and autonomous learners
- provide professional development for staff in recognition of the importance of learning for teachers,
- encourage incursions and excursions which enhance the effectiveness of school-based programs.

REVIEW

This policy is to be reviewed at least every three years.

Initially Ratified: September 2016

Next Review to be Completed by: 2022