



Mary MacKillop Catholic Regional College

TEACHING AND LEARNING POLICY

1. INTRODUCTION

At Mary MacKillop Catholic Regional College, the students are at the heart of what we do and central to pupil success is Teaching and Learning. Teachers at Mary MacKillop Catholic Regional College aim to demonstrate positive attitudes informed by Gospel values and the special nature of a school in the Josephite tradition. In that spirit, the College strives to develop the God given potential in every person. To achieve this, the College commits to the Diocesan priorities of every leader an instructional leader, every teacher being an expert teacher and accelerated growth for every student.

2. RATIONALE

The purpose of this policy is to provide guiding principles and a practical framework for Teaching and Learning Support staff. It provides principles so teachers can engage in:

- Critical self-reflection of professional practices to improve the quality of Teaching and Learning.
- Frequent, ongoing formal and informal conversations about pedagogy and teaching practice, and work together to research, plan and design effective strategies and teaching programs.
- Professional development activities and programs.

This policy should be read in conjunction with the following other documents; [*The Active Learning Framework, Whole School Approach to Positive Behaviour, Professional Learning Policy, Homework Policy and the Staff Handbook.*](#)

3. PRINCIPLES

- Positive relationships based on respect, care and genuine affection help build supportive and child safe classroom environments, where students acknowledge the opinions and feelings of others and challenge themselves in their learning.
- Teachers create pedagogy that is data informed and evidence based. Our teachers use the following sets of data;
 - The National Assessment Program – Literacy and Numeracy (NAPLAN)
 - ACER PAT Reading and Mathematics tests
 - Formative and summative assessments on Simon.
- Teachers plan and initiate curriculum programs that are informed by High Impact Teaching Strategies:
 - Setting Goals
 - Structuring Lessons
 - Explicit Teaching
 - Worked Examples
 - Collaborative Learning
 - Multiple Exposures
 - Questioning
 - Feedback
 - Metacognitive Strategies
 - Differentiated Teaching

- Learning and teaching approaches incorporate the Active Learning Framework to help pupils uncover their path and achieve their personal best.
- Strategies will be varied to reasonably allow for the needs of individual students.
- Assessment strategies will complement teaching and learning methods and student learning will be monitored and assessed by;
 - Formative assessment strategies
 - Summative assessment strategies

4. RELEVANT LEGISLATION

All students are entitled to learning as outlined in the Diocese of Sale Religious Education Curriculum 'To Live in Christ Jesus' and the Victorian Curriculum.

Teachers are expected to know, understand and utilise in their teaching 'To Live in Christ Jesus' and the Victorian Curriculum and Victorian Curriculum and Assessment Authority (VCAA) progression of learning.

Disability Standards of Education 2005

<https://www.legislation.gov.au/Details/F2005L00767>

The Aboriginal and Torres Strait Islander Education Strategy (2015)

<https://www.education.gov.au/national-aboriginal-and-torres-strait-islander-education-strategy>

Victorian Curriculum and Assessment Authority VCAA. VCE and VCAL Administration Handbook VCAA. 2015.

The Victorian Curriculum F - 10

<https://victoriancurriculum.vcaa.vic.edu.au/>

VCAA Special Provision

<http://www.vcaa.vic.edu.au/Pages/vce/exams/specialprovision/specialprovision.aspx>

5. Bibliography and References

Coe, R., Aloisi, C., Higgins, S. and Major, L. E. (2014) *What makes great teaching? Review of the underpinning research*. Sutton Trust.

Hattie, J. (2009) *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.

Rosenshine, B (2012) 'Principles of Instruction: Research-Based Strategies That All Teachers Should Know', American Educator Spring 2012.

Sherrington, T. (2017) *The Learning Rainforest, Great Teaching In Real Classrooms*. John Catt Publication.

Weinstein, Y., Sumeracki, M., Caviglioli, O. (2019) *Understanding how we learn, A visual guide*. Routledge.

6. REVIEW

Implementation Date: August 2022

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Next Review Date: September 2025