

TEACHING AND LEARNING POLICY



Help for non-English speakers

If you require assistance with understanding this policy, please do not hesitate to contact the College and someone will organise a multicultural aide or the relevant person to assist you.

PURPOSE

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. At Mount Ridley P-12 College staff meet on a regular basis to build teacher capacity, therefore improving student learning outcomes.

SCOPE

Curriculum covers all of the arrangements the College makes for students' development and learning. It includes the course content, student activities, teaching approaches, the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources.

At Mount Ridley P-12 College students are encouraged to strive for excellence in all of their endeavours. To achieve this, the College provides sequential teaching and learning programs that deliver a comprehensive, broadly based and inclusive curriculum.

POLICY

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 including Literacy and Numeracy. English is compulsory through to Year 12.
- Recognise that Years P-6 staff and students collaborate in flexible learning neighbourhoods and share resources and space, whilst the Years 7-12 staff share resources and space to continue to enrich their learning experiences.
- Work within Professional Learning Communities (PLC's) and share skills and expertise in order to provide students with programs that reflect current best practice.
- Establish the learning levels of individuals using data and differentiate the curriculum to support students at their point of need.
- Develop Individual Education Plans (IEPs) 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.

- Use technology in a seamless way across all areas of the curriculum to engage and excite the students in their learning.
- Use the updated Victorian Curriculum (as we fully transition to Victorian Curriculum 2.0) as a framework for curriculum development and delivery from Prep to Year 10.

In regards to the VCE (Victorian Certificate of Education) / VCE VM (Victorian Certificate of Education: Vocational Major) / Victorian Pathways Certificate (VPC) and VET (Vocational Education and Training), these programs will be delivered at Mount Ridley P-12 College in-line with the requirements and amendments as set out by the Victorian Curriculum and Assessment Authority (VCAA) and other governing curriculum bodies.

- The VCE/VET Policies at Mount Ridley P-12 College elaborate further on the local administration and organisation of the programs.
- Rigorous protocols around the teaching and learning process in adherence with VCAA and College requirements will ensure no student is disadvantaged and has the opportunity to succeed in their endeavors in the Senior Years.

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 opportunities to ensure all students experience success.
- Using a range of effective classroom management strategies, based on developing respectful relationships and acknowledgment of achievements.
- Working with students to develop learning spaces that are attractive, stimulating places.
- Using individualised or small group instruction and a variety of classroom management strategies depending on the context and mini school.
- Providing students with the opportunity to have a say in what and how they learn.
- Adhering to the Child Safety Standards and advocating zero tolerance of child abuse
- Keeping parents / carers well informed of their child's progress and inviting them to be active participants in their child's learning.

Our aim at Mount Ridley P-12 College is to further develop a school-wide pedagogical culture that promotes evidence-based best practice in teaching and learning, with a focus on improving student learning outcomes. This process involves building a shared understanding of how we want all classrooms across the College to effectively function, ensuring all stakeholders are represented.

- Our Teaching and Learning Philosophy at Mount Ridley P-12 College places students and centre of everything we do. Our culture of high expectations is shared across the community of teachers, students and families to maximise outcomes for all. We work in a professional manner to build our teaching capacity to embed best practice and enhanced 21st Century skills through a stimulating, innovative and co-constructed curriculum. Through rich and diverse learning opportunities, we can focus on staff and student point of need to ensure students achieve their full potential and can make a positive contribution to society, as global citizens.
- Our MRC Teaching and Learning Pedagogical Practices provides a shared understanding of how we want all classrooms across the College to effectively function, taking into account evidence-based best practice. Learning Specialists, Curriculum Committee and the Student Advocacy Group were involved in the consultation process, to ensure that all stakeholders were represented.

- Mount Ridley P-12 College's Instructional Model is an agreed approach to pedagogy and practice at the College. All staff are expected to follow the MRC Instructional Model and explicitly reference it during their lessons. The MRC Instructional Model is an evidence-based approach, designed to improve student outcomes and allow for powerful learning to occur.
- The Victorian Teaching and Learning Model (VTLM) 2.0 underpins our pedagogical approach and is based on contemporary evidence of how students learn, as well as the evidence-based teaching practices that support effective student learning, including for priority cohorts. Mount Ridley P-12 College is committed to fully embedding VTLM 2.0 within teaching and learning programs in line with Department expectations from the start of the 2028 school year.

At Mount Ridley P-12 College we are committed to building teacher capacity and collective efficacy through a consistent approach to teaching and learning, to allow every student to receive quality education in every class, every day.

At Mount Ridley P-12 College we aim to increase teacher knowledge about high quality instruction and generate a shared view of effective practice. This will improve teacher capacity to translate that knowledge into effective practice for every student. Professional Learning Communities (PLC's) are a method of developing a culture of collaboration and collective responsibility in schools. The PLC framework at Mount Ridley P-12 College is based on what is considered best-practice by a large body of research from those including Richard DuFour and The Department of Education Victoria. Our PLC model is based around changing the approach to teaching and learning from "all students have been *taught*" to '*all students learn*.' The structures within MRC allows for a team of teachers to take ownership of a group of students and work together to improve student outcomes. They achieve this through connecting data to best practice. Professional Learning Communities have an unrelenting focus on student learning growth. We are striving to create a culture that is focused on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers. We are committed to evidence-based decision making, professionalism and driven by collaborative expertise. At MRC, by making learning rather than teaching the fundamental purpose of our College, we ensure that all students can and will reach their full potential.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes and staff training
- Included in staff handbook/manual (USB drive)/MRCportal
- Hard copy available from school administration upon request

POLICY REVIEW AND APPROVAL

Created date	July – August 2024
Consultation	Various staff groups July - August College Council September 2024
Endorsed by	Principal (Acting) – Con Stamatelatos

Endorsed on	May 2026
Next review date	September 2028 (every two years)