



# Learning and Teaching Policy

## Rationale:

Doxa School Bendigo is a Child Safe community committed to providing an environment that is Safe, promotes Kindness and encourages Curiosity. The School is one that values all individuals in the school community and this must be reflected in our Learning and Teaching Policy. Our students are often challenged in their educational aspirations by a range of barriers to participation and require individual care and support in order to achieve their goals.

All our policy and procedural documentation is underpinned by the key Pillars of the Doxa School Model, Student Centred, Trauma Sensitive, Social and Emotional Literacy, Choice Theory and our Catholic Identity.

This Policy is based on the following principles:

- that all students are treated justly;
- that all students should have the opportunity to experience success and develop self-esteem and confidence through individual and co-operative learning;
- that all students take an increasing responsibility for their own learning;
- that all students access a curriculum based on individual needs and detailed in a negotiated Individual Learning Plan (ILP).

## Basic Beliefs:

The assumptions underlying such a policy are centred on:

- the fact that our students come from a variety of backgrounds many with learning difficulties and other social and emotional issues that affect their learning.
- that they are encouraged to reach their full potential at different rates and in different ways.
- that the goals set are clear, challenging but achievable and feedback is regular.
- student goals are based on sound knowledge of the students strengths and challenges gained through gathering relevant and accurate data
- that a variety of teaching methods and sound teaching practices are employed by teachers and are informed current best professional practice and relevant data.
- that students learn in a Safe environment which promotes Kindness and encourages Curiosity.
- that success leads to further success.
- that students learn best when they share responsibility for their learning goals.
- that opportunities for links between school and out of school experiences should be maximised.
- that applied learning methods linking learning with practical applications and relevant outcomes be employed by staff wherever appropriate.

**Aims of the Policy:**

The consequences of the successful implementation of this Learning and Teaching Policy should be:

- that programs are developed to cater for each individual student and that opportunities are provided for students to be involved in extending their talents to their full potential.
- that programs are developed so that goals and assessment criteria are clearly identified in ILP's, and known in advance and that student achievement be based on success in achieving goals outlined in ILP's.
- that a variety of learning and teaching practices are used to cater for individual differences and independent learning. e.g. co-operative learning, inquiry process, applied learning research and problem solving, skill development and time management.
- that all students develop increasing responsibility for their own learning by participating in decision making, goal setting and evaluation.
- that the curriculum offered be relevant to all members of the school community.
- that the links between theoretical knowledge and practical applications in the social context are made.

**Professional Responsibilities:**

Teaching and Wellbeing staff share a range of responsibilities in providing our students with the opportunity to achieve their goals. These include:

- Class Teacher is responsible for academic program planning, presentation, documentation and assessment. This includes Yearly program overviews and planners, Unit planners and Weekly planners.
- Class Teacher is responsible for the gathering of relevant academic data through a variety of testing and observations such as On Demand Testing and Essential Assessments, Cognitive Testing and other assessments from professional services to inform their curriculum planning, classroom practice and goal setting in Individual Learning Plans for individual students.
- Yearly Program overview and planning documents in all areas of Literacy, Numeracy, Capabilities/ SELS and VCAL outcomes over a one year and/or two planning.
- Unit Planning that documents the scope and sequence of units taught, the additional adjustments that are made to accommodate groups and individuals in classes to allow them to access Learning, Resources required to present the unit and assessment criteria based on the Victorian Curriculum or VCAL as appropriate. Unit planning is completed on the Doxa Template.
- Weekly Planners that provide documentation of the work to be undertaken in class and individually over each week of the term. Weekly planners are completed on the Doxa Template and should include, but not limited to, curriculum lessons/tasks, SELS

sessions, Classroom Support sessions, individual Wellbeing sessions, additional Individual student adjustments, Class activities, Excursions and Incursions.

- Class teams are responsible for planning, presentation, documentation and assessment of the weekly SELs program.
- Class team development of ILPs in conjunction with students and families following ILP procedures and guidelines. Including, ILP review meetings between Teacher/ Student and Wellbeing/ Student and ILP meetings with Student, Family and class team staff.
- Class teams are jointly responsible for Matrix assessment and Pathways reporting.
- Class teachers are responsible for academic assessment and reporting.
- All staff participate in the planning, presentation and documentation of various aspects of the program, including but not limited to Electives, Participation Program, Camps and Excursions.

### **Curriculum and Teaching Practice Review**

- Doxa School participates in the Cyclic School Review process of the Diocese of Sandhurst. Internal cyclic review of Curriculum documentation and policies.
- Annual Teaching team review of Curriculum to ensure quality program offerings compliant with Victorian Curriculum and VCAL, that is engaging, and appropriate for student academic levels.
- Annual Teacher team Moderation, addressing Curriculum and Assessment.
- Structured Teacher meetings with Learning and Teaching leader addressing classroom practice. Participation of teaching staff in an Annual Review Meeting process, examining their professional practice and establishing goals for professional growth.

Reviewed By: Principal/Leadership – June 2020

Policy Review Date: June – 2023