Teaching & Learning Policy

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Author | Gail Hardman
Approved By | College Council / Education sub-committee
Approval Authority (Signature & Date) | 
Date Reviewed | 
Responsible for Review | Assistant Principal – Organisation
Review Date | November 2016
References | DEECD, Learning Links – Kath Murdock & Jeni Wilson

BASIC BELIEFS
Student learning is fundamental to achievement and self-esteem in later life, and is the core responsibility of Seymour College, the School Council, its teachers and principal. Student learning is greatly affected by the quality of teaching and Seymour College must ensure that its teachers teaching skills, knowledge and commitment are of the highest standard. The relationship teachers build with their students profoundly impacts student learning. Learners will take risks and embrace challenges in a supportive, safe and secure environment. Clear goals, expectations, routines and a discipline plan enable students to take more responsibility for their learning. Understanding the learning process and personal learning attributes enhances learning.

VISION
At Seymour College we strive for excellence and respect each other. We strive to create a learning environment which inspires successful, confident and creative learners who will become active and informed members of our community and of the global context. With our focus on 21st Century Learning the College has a vision to:

- shift from instruction toward active learning and increase emphasis on personalised learning
- emphasise collaborative learning and team work based on the inquiry based approach to teaching and learning
- grow the importance of informal learning
- focus on higher order thinking skills such as problem solving, critical thinking, deep understanding and a greater emphasis on creativity and innovation
- create students who are life- long learners and explicitly teach skills to develop this
- support learners to be creative and innovative
- implement deep, rich, connected, problem and project based assessment
- use technology to make learning more engaging, efficient and collaborative

AIMS
To provide Seymour College’s students with shared and personalised learning experiences. To provide Seymour College’s students with effective learning opportunities and experiences.
GUIDELINES FOR ACTION / IMPLEMENTATION

- Teachers at Seymour College acknowledge that students deserve the very best teaching possible, and recognise the strong link between the quality of teaching and student performance.
- Learning experiences will be challenging, engaging, and involve practical ‘hands-on’ activities and first-hand encounters wherever practicable.
- Individual learning plans will be developed for each student working toward a goal based assessment, living in an ‘out-of-home’ arrangement, those identified as Aboriginal or Torres Strait Islander or attaining an E, D or A rating on their school report. This plan will identify targets and achievement goals that reflect the curriculum and the student’s individual needs.
- Parents will be kept well informed of their child’s progress and will be invited to be active participants in their child’s learning.
- Student achievement data will form the basis of each student’s learning. Both extension and intervention opportunities will be provided for all students according to need.
- Learning opportunities will be open-ended, cater for the capabilities of all students, will develop thinking skills, and will be based upon cooperative learning strategies and the inquiry based approach to learning and teaching.
- Sequential and viable courses of study in all key-learning areas will be developed and implemented by professional learning teams of teachers who constantly review student performance and analyse content, resources and teaching techniques to meet student needs.
- Partnerships will be formed with agencies, organisations and members of the wider community where appropriate to broaden teaching and learning opportunities for students.
- Teachers will become skilled practitioners in the use of learning technologies, and will routinely encourage the use of technologies to enhance learning opportunities.
- All teachers will undertake to enhance their skills by active involvement in personal professional development programs.
- All teachers will be involved in peer coaching and peer assessment.

EXPECTATIONS / GUIDING PEDAGOGICAL PRINCIPLES

- The Learning environment is supportive and productive.
- The learning environment promotes independence, interdependence and self-motivation.
- Students are challenged and supported to develop deep levels of thinking and application.
- Students’ needs, backgrounds, perspectives and interests are reflected in the learning program.
- Learning connects strongly with communities and practice beyond the classroom.
- This policy will be reviewed as part of the College’s review cycle.

1. This policy will be made available on the College’s website.

2. This policy was ratified by College Council on 11/12/2013.