PURPOSE
To develop a high quality and consistent approach to the delivery of teaching practice and learning experiences across all levels and classrooms.

PROGRAM GUIDELINES
- Learning is sequential in nature, caters for individuality and is based on inquiry. Teachers prepare learning experiences so that students become knowledgeable about themselves and the world around them. As such the students become skilled flexible learners that enable them to become competent participants in the world;
- The Scope and Sequence planner developed by the school outlines the integrated units. Learning is organised and based on a two-year cyclical model reflecting Victorian Essential Learning Standards (VELS) level structures. It is developed to ensure all VELS dimensions are included;
- The teaching of VELS is based on an integrated approach in which all domains are taught in an interwoven manner and in which the skills and knowledge are developed sequentially. Teaching and Learning incorporates curriculum relating to Student Engagement and Wellbeing (including Drug Education) where appropriate;
- Learning experiences are developed with the inclusion of the Principles of Learning and Teaching (PoLT) describing not only the ‘what’ needs to be taught, but also the ‘how’ it is to be experienced;
- The use of the e5 Instructional Model will ensure staff have a shared understanding of what quality teaching is.
- Teaching is explicit and guided by student led inquiry;
- The curriculum is differentiated so that all students are supported, stimulated and challenged by the learning, and sustainable practices are embedded in both the curriculum and the practices of the school community;
- Students are engaged at their level of need, or Zone of Proximal Development (ZPD) and supported throughout the learning process. Differentiated learning will be provided with future learning experiences scaffolded by teachers;
- Student Reflection incorporates Thinking Processes, Personal and Interpersonal Learning and plays a key role in developing metacognition.

PROGRAM IMPLEMENTATION
- Teacher knowledge and implementation of curriculum will be enhanced through the school’s use of the e5 Instructional Model which is designed to embed higher order thinking into teacher practice;
- The Peer Observation model will form an integral part of teacher professional development, and strategically develop consistent high quality pedagogy across the school;
- Timetable processes and structure will be implemented to minimise interruption to learning and teaching time;
- Information and Communication Technologies (ICT) will be incorporated appropriately into the learning experiences of students and teachers;
- The tracking of student achievement will include gathering and storing information using the school based Student Tracker (including the use of Individual Learning Plans), the Student Performance Analyser (SPA) and student reports. This information will be used to identify and track the needs of students across their schooling;
- Individual learning goals will be developed by each student, each semester, and the process of reflection and review will include sharing the goal with parents;
- Learning experiences will be challenging, engaging, and involve practical ‘hands-on’ activities and first-hand encounters where practicable;
- The Whole School Scope and Sequence will be structured around key ‘Concepts’ of, Identity, Change, Interdependence, Culture, Relationships, Diversity, Sustainability and Creativity. Teachers will regularly review and analyse content, resources and teaching techniques through representation on the Teaching and Learning AIP Team; and
- All teachers will be supported to enhance their skills through personal and professional learning, focussing on the Annual Implementation Plan (AIP)

EVALUATION
- This policy will be reviewed by the Teaching and Learning in accordance with the School Council Policy Schedule or at the discretion of School Council.

Program: Teaching and Learning
Effective Date: June 2011
Next Review: 2015