



# TEACHING AND LEARNING

**Policy Reference/Version – 99/2**

## **POLICY STATEMENT**

Teaching and learning promote equity and excellence in a shared partnership between teacher, student and parent.

## **PURPOSE**

The goal of teaching and learning is to develop students to become successful learners, confident and creative individuals and active and informed citizens.

## **GUIDING PRINCIPLES**

- Enable each girl to achieve her potential
  - 'know' each girl in terms of her background knowledge, cultural knowledge, interests, aspirations and capability
  - 'know' each student in terms of her strengths and weaknesses, her academic achievement and progress
  - Individualise programs and opportunities to develop each girl's potential in an integrated, inclusive environment
- Deliver an engaging curriculum that meets the needs of now and the future
  - embrace the elements within the Quality Teaching Framework
  - develop and create flexible structures, spaces and curriculum that can adapt to changing circumstances
  - promote a mind-set of ongoing school improvement utilising a reflective and evidence-based approach
  - create programs and assessment that engage and motivate girls towards deep learning
  - utilise a range of effective pedagogies
- Create opportunities that build capacity for the future
  - acknowledge the significance of the general capabilities in curriculum planning
  - encourage girls to accept the challenge with their learning so that they are extended appropriately and empowered by their action
  - support teachers in a professional learning program that enables them to be excellent teachers
  - encourage collegiality and shared responsibility
  - proclaim and celebrate the achievements of students and teachers



- Instil in each girl a confidence to transform her learning into action
  - imbue teaching and learning with Brigidine values
  - promote positive behaviours and character that enhance wellbeing
  - develop learning dispositions of focus, motivation, perseverance, self-regulation
  - nurture attributes of respect, honesty, resilience, optimism
  - model action that has moral and ethical integrity
  - attach real-life experiences, problems and scenarios to learning

#### **RELATED DOCUMENTS**

BCSI Strategic Plan

Melbourne Declaration on Educational Goals for Young Australians

NSW Government: Great Teaching, Inspired Learning

What do effective teachers do? – Archdiocese Sydney document Mission – strategic intent for learning – school improvement principles Quality

Teaching Framework

AITSL National Standards

NSW Educational Standards Authority

#### **RESPONSIBILITY FOR POLICY**

Deputy Principal Teaching and Learning



## STRATEGIC INTENT

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### LEARNING

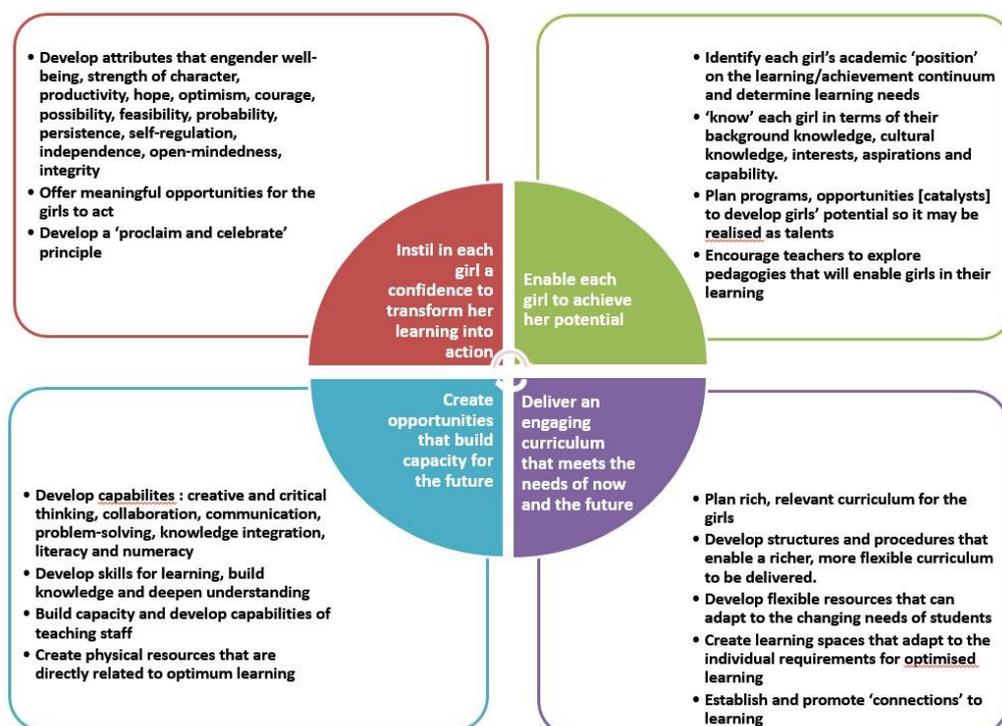
Ensure the learning paradigm is one of possibility, growth and success

### GOALS

- Enable each girl to reach her potential
- Deliver an engaging curriculum that meets current and future needs
- Create opportunities that build capacity for the future
- Instil in each girl a confidence to transform learning into action

### STRATEGIES

- Researching and planning rich, relevant learning centred on the research model of the *Quality Teaching Framework* [Newcastle University] used in the *Great Teaching, Inspired Learning* document issued by the Department of Education
- Investigating and embedding pedagogies that will enable girls in their learning
- Encouraging flexibility and adaptability in the curriculum, its delivery and the spaces in which this occurs.
- Committing to identifying each girl's place on the learning continuum to determine learning needs
- Knowing each girl in terms of her background knowledge, cultural knowledge, interests, aspirations and capability
- Ensuring programs provide opportunities to develop girls' potential
- Developing capabilities and skills to better prepare girls for the demands of the future
- Maintaining current and investigating new partnerships to learning





## QUALITY TEACHING FRAMEWORK

*Professor Jennifer Gore, Dr James Ladwig – Newcastle University*

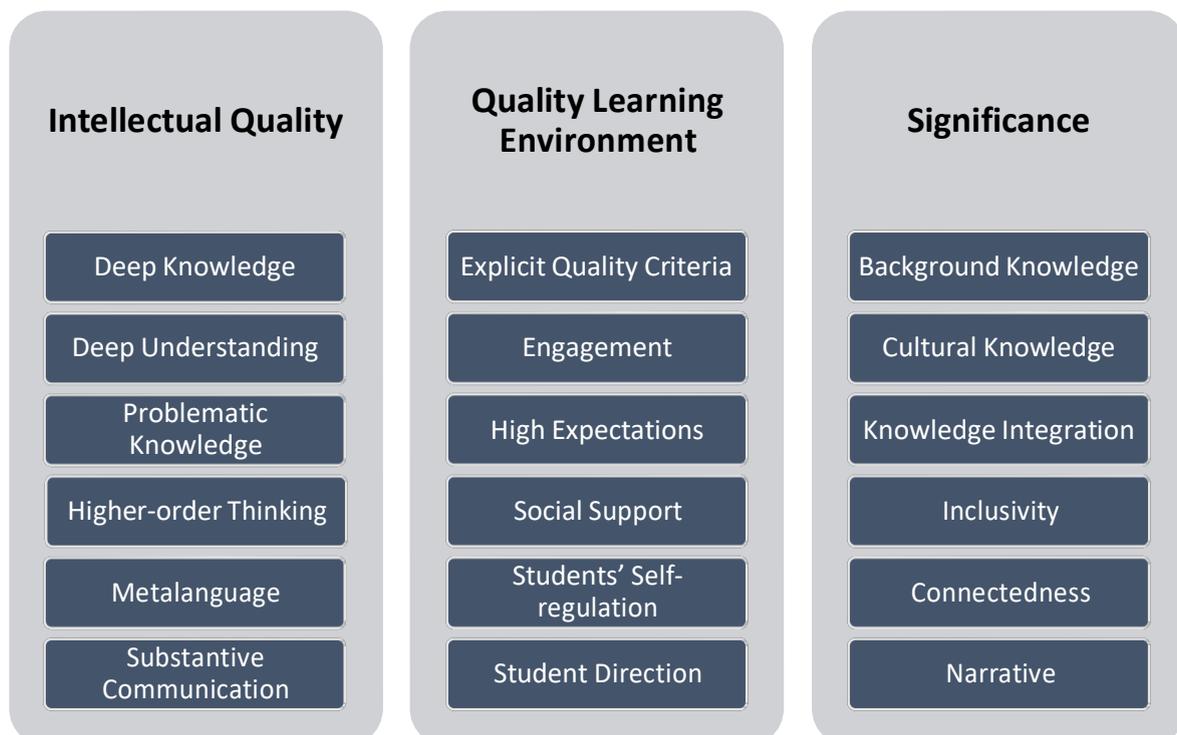
### THE THREE DIMENSIONS OF THE MODEL

1. **Intellectual quality** refers to pedagogy focused on producing deep understanding of important, substantive concepts, skills and ideas. Such pedagogy treats knowledge as something that requires active construction and requires students to engage in higher-order thinking and to communicate substantively about what they are learning.
2. **Quality learning environment** refers to pedagogy that creates classrooms where students and teachers work productively in an environment clearly focused on learning. Such pedagogy sets high and explicit expectations and develops positive relationships between teachers and students and among students.
3. **Significance** refers to pedagogy that helps make learning meaningful and important to students. Such pedagogy draws clear connections with students' prior knowledge and identities, with contexts outside of the classroom, and with multiple ways of knowing or cultural perspectives.

### ELEMENTS OF THE MODEL

Each of the three dimensions of pedagogy can be described in terms of a number of elements. Each element has been selected and defined on the basis of:

- a sound and reliable research base linking the practices or qualities of the element to improved student learning outcomes
- the practical capacity of each element to act as an indicator of the underlying dimension.





## WHAT DO EFFECTIVE TEACHERS DO?

*[Archdiocese of Sydney Catholic Education Office Learning Framework]*

This learning framework uses the quality teaching framework to present a model which captures the strategic intentions and Catholic culture of Brigidine College. The simplicity of the statements brings clarity to the intentions of the quality teaching framework.

### RECOGNITION OF DIFFERENCE

#### **Know each student**

*Teachers:*

- develop their knowledge of the family, cultural and social context of students
- identify the developmental stages of students
- work from an understanding of students' beliefs, attitudes and orientation towards learning
- plan lessons built on students' background knowledge and prior learning
- build positive relationships with each student.

#### **Personalise learning**

*Teachers:*

- design flexible learning experiences that enable all students to experience success
- provide opportunities for students to exercise some discretion over the selection of activities related to their learning and the means and manner by which these activities will be done
- adjust the content, process and product to meet the learning needs and interests of students
- listen to, and respond to, the needs and aspirations of students and parents
- connect students to a variety of pathways and providers
- utilise the on-line learning environment and promote confident use of learning technologies.

### QUALITY LEARNING ENVIRONMENT

#### **Create a quality learning environment**

*Teachers:*

- model language and establish behaviours that build positive relationships
- promote mutual respect that makes risk-taking safe
- establish effective classroom procedures
- build skills in teamwork
- engage students in decisions about their learning.

#### **Maintain high expectations**

*Teachers:*

- communicate their high expectations to all students
- share learning outcomes in language that students understand
- provide learning experiences which appropriately challenge each student
- encourage and acknowledge conceptual risk-taking.



### **Use assessment to inform teaching and learning**

*Teachers:*

- identify and clarify students' understandings and misconceptions
- provide explicit criteria about the quality of work students are expected to produce
- provide effective feedback
- modify teaching and learning activities in response to formal and informal assessment information.

## **INTELLECTUAL QUALITY**

### **Promote intellectual quality**

*Teachers:*

- demonstrate passionate engagement with, and deep knowledge of, the subject
- develop students' deep knowledge by focusing on a small number of key concepts and the relationships between them
- plan experiences and questions which engage students in high order thinking
- examine with students how language is used to construct texts, knowledge and power
- build an understanding of the construction of knowledge
- model and scaffold skills in analysing and organizing information and in planning and organising activities.

### **Enhance capacity to learn**

*Teachers:*

- build students' understanding of themselves as learners
- expand students' repertoire of learning skills and reflection skills
- make explicit the language needed to reflect on the processes of learning
- build students' resilience by understanding risk taking as a path to learning
- extend opportunities for students to engage with relevant multimodal media to learn and communicate.

### **Construct substantive communication opportunities**

*Teachers:*

- engage students in substantive communication in a variety of modes to clarify and refine understanding
- facilitate sustained conversations focused on key concepts
- ensure that classroom conversation is reciprocal so that students learn with and through others
- build an understanding of multiple perspectives.



## SIGNIFICANCE

### Contextualise learning

*Teachers:*

- make connections to the experiences and questions in the students' world
- provide opportunities to apply learning in real life situations
- identify connections across areas of learning
- use narrative, case studies and scenarios to make connections.

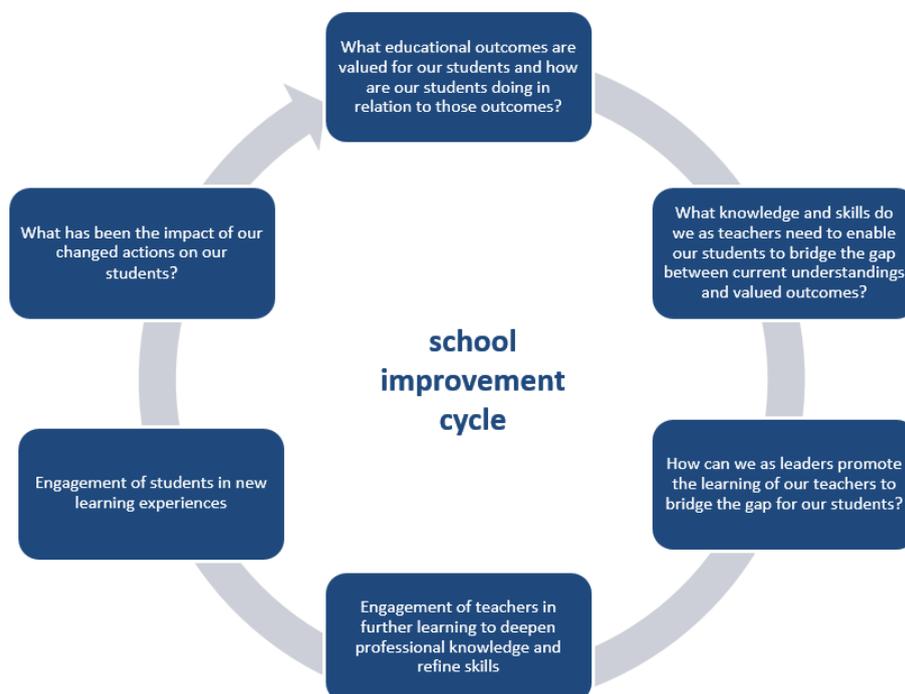
## SCHOOL IMPROVEMENT PRINCIPLES

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The strategic intentions for learning are premised on the idea that growth and personal success can be achieved by being open to exploring many possibilities that lead to improvement. The idea that there are many pathways allows teachers to be creative and individual in their quest to improve. Holding the following sets of questions at the forefront of our thinking guides the process.

### Guided by 5 interlocking questions :

- Are all our students progressing well?
- What information are we using to assess this progress?
- What actions should we take to address what our evidence and data reveal?
- What do we need to learn in order to improve student achievement?
- Where can we learn this?





## THINKING ABOUT SCHOOL IMPROVEMENT

- What educational outcomes are valued for our students and how are our students doing in relation to those outcomes?
- What knowledge and skills do we as teachers need to enable our students to bridge the gap between current understandings and valued outcomes?
- How can we as leaders promote the learning of our teachers to bridge the gap for our students?
- How do we engage teachers in further learning to deepen professional knowledge and refine skills?
- How do we engage students in new learning experiences?
- What has been the impact of our changed actions on our students?

## GREAT TEACHING, INSPIRED LEARNING

*Evidence on Effective Teaching : Centre for Educational Statistics and Evaluation – [www.dec.nsw.gov.au](http://www.dec.nsw.gov.au)*

### THE KNOWLEDGE, UNDERSTANDINGS, SKILLS AND VALUES YOUNG PEOPLE NEED

In today's schools, 21st century knowledge, understandings, skills and values must be at the heart of great teaching and inspired learning. Young people must also develop a core of academic content knowledge, see the relevance of their learning and develop a love of learning in their classrooms to be inspired to remain lifelong learners.

Learning to collaborate with others, solve problems, think creatively and connect through technology are essential competencies for success in work and in life. Employers are looking to recruit young people with these competencies, but they are not always adequately developed in schools. There is an urgent need to transform learning and teaching in our schools before we get too much further into the 21st century.

Education experts and the broader community agree we need to develop in our young people:

- confidence to know they can learn as part of a group and on their own
- the ability to solve problems both as individuals and collaboratively as part of a team
- the capacity to analyse what they see and hear, and know the difference between fact and myth
- confidence to use technology in all parts of their lives and to understand that technology should be a tool to enhance communication, learning and the quality of life
- the ability to communicate and express ideas in a clear and rational way
- interpersonal skills to enable them to relate effectively and appropriately to others
- creativity to help them look at the world and be innovative in dealing with challenges and making the most of opportunities
- ethical values, social responsibility, wellbeing and engaged citizenship. Young people must also have a depth of core content knowledge.

Deep learning and genuine understanding of subject matter and the ability to use, critique and apply it appropriately provide the foundation for inspired learning.



## THE KNOWLEDGE, UNDERSTANDINGS, SKILLS AND VALUES TEACHERS NEED

Great teaching doesn't just happen.

- Teachers need to be developed, supported and rewarded to create the inspired learning that will develop lifelong capacities in students.
- Teachers need the capabilities to collaborate with and learn from others, assess their own practice and respond to feedback, and leverage technology to improve student learning. There is no one single effective teaching method or strategy.
- Teachers need to be proficient in many teaching practices and, more importantly, be able to assess their impact on students and adapt their teaching practices to assist students if they are not responding or engaged.
- Effective teachers are highly proficient in assessing student needs and talents, evaluating their impact, intervening using multiple methods and providing feedback to students on their learning. The most effective teachers are the ones who can adapt their practice in an ongoing manner because they evaluate the impact of their teaching on student learning.
- Great teachers know the content of the subjects they teach and have a deep understanding of how learning happens.
- Great teachers are role models of learning.
- Great teachers are also those with the personal attributes, dispositions and values that engage students and inspire them to learn and achieve.

Every student deserves teachers who:

- are committed to excellence and have high expectations for every student
- make learning relevant to students, make cultural connections and engage with the community in which the students live
- generate a love and passion for learning, and can excite and motivate students to share that passion
- are excellent communicators with students and parents
- have the patience to work with struggling students, compassion and humour to help students deal with life's challenges and disappointments, and resilience to persevere when things are difficult
- have a passion for and deep understanding of their teaching content – this makes for better teaching and models a passion for learning and discovery that we want young people to experience and value
- engage with and work within the local school and broader communities
- value ethical behaviour in themselves and others
- take responsibility for their own professional learning and value and model opportunities to improve their teaching practice and learn from others.

Great teachers believe their work with young people helps to build a better and stronger society and this drives them to discover and nurture each child's unique talents.