



Curriculum, Teaching & Learning Policy

RATIONALE

The Maryborough Education Centre (MEC) community believes that teaching and learning practices should provide meaningful learning experiences for all students, staff, and the community. Clear and consistent expectations in teaching and learning shared by students, staff, parents, and the community underpin all successful learning.

Scope: this policy applies to all members of the MEC community

DEFINITIONS

Victorian Curriculum refers to the mandated curriculum for all students in Victorian Government schools including levels A to D and Foundation to Year 10. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development, and active and informed citizenship.

Teaching and Learning refers to the actions, strategies, and judgements made by teachers to ensure learning is supportive, engaging, and successful for all students.

AITSL Standards refers to the standards set out by the Australian Institute for Teaching and School Leadership. The standards set out the expected behaviours and expertise of teachers at each stage of their career.

VIT refers to the Victorian Institute of Teaching. The Victorian Institute of Teaching (VIT) is an independent statutory authority for the teaching profession, whose primary function is to regulate members of the teaching profession.

APST refers to the Australian Professional Standards for Teachers. The Standards provide a common language for teachers, teacher educators / organisations, professional associations and the public to discuss teaching practice in Victoria.

VCAA refers to the Victorian Curriculum and Assessment Authority. The Victorian Curriculum and Assessment Authority (VCAA) is an independent statutory body responsible to the Victorian Minister for Education.

VTLM refers to the Victorian Teaching and Learning Model. This model provides an instructional model and quality teaching strategies and practices recommended by the Department of Education and Training for Victorian schools to utilise.

HITS- High Impact Teaching Strategies (a part of the VTLM).

Practice Principles (a part of the VTLM).

AIMS

Teaching and learning at MEC is underpinned by the following aims:

1. To document clear and shared beliefs regarding teaching and learning which empower staff to provide consistent and relevant learning experiences, underpinned by evidence.
2. To build a clear understanding of good teaching and learning in the MEC community through the provision of a range of teaching and learning experiences that will in alignment with our school values:
 - Encourage inquiry, taking risks, collaboration, solving problems and reflection
 - Encourage the development of respectful, responsible, thinking, and productive citizens
 - Assist all students to improve on and enjoy their own learning
 - Develop self-esteem, confidence, and independence
 - Foster a desire for life-long learning
 - Continue to use collaborative processes for purposeful teamwork

IMPLEMENTATION

The Excellence in Teaching and Learning Leadership will lead the implementation, coordination and review of this policy and the associated procedures. This includes:

- ensuring that the teaching and support staff are familiar with the policy and guidelines
- valuing and utilising the diversity of staff, parents, and students
- ensuring all stakeholders are familiar with the common language embedded in the policy and procedures
- aligning the curriculum documentation with the Victorian Curriculum and VCAA studies
- planning in teams in order to provide a consistent, sequential curriculum which is differentiated to meet the needs of individual students
- ensuring that teaching practices reflect the belief that an innovative and differentiated curriculum is essential to cater for the individual needs of the students
- providing teaching and learning key documents for the different areas of the school that outline approved and recommended strategies for teachers to utilise
- promoting the use of the MEC instructional model i.e., Workshop model and Gradual Release of Responsibility
- providing professional learning for staff to implement the MEC agreed reading and writing practices and conduct reviews of their use in the classroom
- identifying and promoting a process for classroom walkthroughs and student shadowing that enables classroom practices to be observed and reviewed in a positive, non-judgemental manner
- providing a process for the consistent documentation and access to curriculum outlines
- constructing a whole school curriculum plan that is reviewed and updated on an annual basis
- completing an annual audit of curriculum documentation for learning areas in Semester One
- completing term-based reviews of year level curriculum plans including units and lesson plans
- reviewing the MEC Key Teaching and Learning Documents on a semester basis for reviewing and providing opportunity for communicating and providing professional learning to staff around their use
- creating and promoting the use of data protocols, provide accessible and secure places for staff to store and input data, and providing support and training through professional learning communities to promote data literacy

- developing Individual Education Plans as required with students identifying targets and achievement goals that reflect the curriculum and the individual student's need
- leading and supporting the professional learning community process throughout the school.

Teaching staff

- Will be familiar with the policy and the requirements for its implementation
- Will collaboratively plan, deliver, and review the effectiveness of lessons, utilising the MEC Workshop Model including Gradual Release of Responsibility for an effective lesson
- Will operate at the AITSL and APST standards in classroom practice
- Will provide a learning environment that is dynamic, safe, equitable and invites sharing of ideas in a space where students feel comfortable to investigate, inquire and express themselves
- Will provide a learning environment with academic rigour and high expectations for all learners which is supportive, challenging, and productive and encourages risk taking
- Will ensure students' needs, backgrounds, perspectives, and interests are reflected in the learning program
- Will value each student and build positive relationships with them, fostering intrinsic motivations and a passion for learning which relates to real life experiences
- Will involve students in the decision-making process within the classroom in relation to how they learn and encourage them to take responsibility for their learning
- Will demonstrate a commitment toward building professional knowledge and teaching practices
- Will adhere to the Assessment and Reporting procedures as set out in in the Assessment and Reporting Policy
- Will provide explicit feedback to support students' further learning and encourage them to monitor their own learning
- Will inform parents of their child's progress and invite parents to be active participants in their child's learning

ASSOCIATED DOCUMENTS AND LINKS

Relevant documentation includes but is not limited to:

- F–10 curriculum planning and reporting guidelines
- VCE and VCAL Administrative Handbook (from 2023 VCE Vocational Major Handbook)
- Program for Students with Disabilities – guidelines for schools
- [Disability Inclusion Program](#)
- Victorian Curriculum
- VCE Study Designs
- Department of Education and Early Childhood Development
- Australian Qualifications Framework (AQF)
- Maryborough Education Centre Key Documents P-6, 7-12 and Specialist
- Maryborough Education Centre Workshop Model document

OTHER RELEVANT POLICIES

- Homework Policy
- Assessment and Reporting Policy

EVALUATION

The following data will be used in order to assess whether the policy has achieved its purpose:

- NAPLAN and OnDemand data
- Student feedback data
- Attitudes to School Survey data
- VCE data
- Teacher judgements
- Parent Opinion Survey data
- Attendance at parent-student teacher conferences

POLICY REVIEW AND APPROVAL

Communication	MEC Website Staff Handbook
Consultation	Curriculum Assessment and Reporting Leadership Team Education Policy -June
Policy last reviewed	21 st June 2022
Approved by	Anita Ford School Council President
Next scheduled review date	This policy was last updated on 21 st June 2022 and is scheduled for review as part of the school's 3-year review cycle.

Signed:



Anita Ford
School Council President

Date 21/06/2022