



TEACHING FOR LEARNING POLICY

All Trinity College Colac policies will be read and developed with reference to the Core Values, Vision and Mission of the College as well as any other relevant College policies.

RATIONALE

At Trinity College Colac, we believe that, for best learning to occur, teaching strategies must be planned, remembering that all children are unique and have a need to belong and to be accepted. Children’s learning is influenced by many factors, including learning styles, self esteem, prior experiences, relevance, interest, talents and stage of development. Learning is an active process where children are involved and enjoy exploring and discovering for themselves. All children can learn, particularly in a positive environment where they are encouraged to take carefully considered risks and to explore challenges.

SCRIPTURAL CONTEXT

*“The child grew and became strong, filled with wisdom;
and the favour of God was upon him”*

(Luke 2:40 – 41)

POLICY STATEMENT

Trinity College Colac learning and teaching approaches will ensure a quality of ‘teaching for learning’ for all students within the school. Teaching will be innovative and student-focussed, reflecting the beliefs of our Catholic faith community where students are provided with the knowledge and skills to be lifelong learners and to be active and informed citizens.

POLICY GUIDELINES

GUIDELINE INDICATORS

<p>The knowledge and practices associated with teaching and learning will include:</p> <ul style="list-style-type: none"> • Knowing students and how they learn, including the physical, social and intellectual development of students. • Knowing the content and how to teach it, with an understanding of the curriculum, assessment and reporting • Planning for and implementing effective 	<p>To ensure this occurs, teachers should:</p> <ul style="list-style-type: none"> • Differentiate teaching to meet the specific learning needs of students across the full range of abilities. • Implement strategies to support students with diverse backgrounds • Include the use of Information Communication Technology and literacy and numeracy strategies. • Be aware of the requirements of the current curriculum and reporting standards. • Establish challenging learning goals and plan, structure
---	--

<p>teaching and learning.</p> <ul style="list-style-type: none"> • Creating and maintaining supportive and safe learning environments. • Assessing, providing feedback and reporting on student learning. 	<p>and sequence learning programs.</p> <ul style="list-style-type: none"> • Engage parents/guardians in the learning process. • Communicate effectively with staff, students and parents. • Evaluate and improve teaching programs. • Support student participation and engagement in classroom activities. • Manage challenging classroom behaviour and maintain student safety. • Promote the safe, responsible and ethical use of ICT in learning and teaching. • Assess student learning and provide feedback to students on their learning. • Make consistent and comparable assessments about student learning. • Interpret student data to aid with teaching and learning practices. • Apply professional learning to improve student learning.
---	--

REFLECTIVE MATERIAL

Victorian Curriculum F-10 (Refer to website <http://victoriancurriculum.vcaa.vic.edu.au/>)

AITSL Standards <http://www.aitsl.edu.au/>

Ratified

13th September 2016

Board Chair

Anne Ditty

Future Review

September 2019