

# Myrtleford P-12 College

## Teaching and Learning Policy



***At Myrtleford P12 College we believe that all students can learn and should be provided with a quality teaching and learning program that is differentiated to match student learning needs. High expectations of students through all learning areas encourages students to achieve their best. Continuous and purposeful assessment using for, as and of assessment, will monitor student progress and understanding, as well as curriculum programs.***

### **Creating a Teaching and Learning Framework**

***At Myrtleford P12 College we expect that learning environments will show:***

- a. Students engaged in work tasks which display independence and a knowledge of routines and expectations
- b. Classrooms will reveal student engagement and pride in tasks and outcomes and develop respect of each other's work and space
- c. A variety of learning and teaching strategies will be facilitated by teachers and/or students
- d. Teachers and students have responsibility for displays which provide evidence of student work and/or learning
- e. Engagement of students through the study of relevant and meaningful topics that fit with curriculum framework standards and learning outcomes.
- f. Continuity and a meaningful flow connect activities that support student learning
- g. Differentiated learning activities are designed that cater for different learning styles and abilities,
- h. Students are encouraged to clearly articulate their learning goals, their progress and their challenges, and areas requiring further clarification/consolidation.
- i. Students are encouraged to ask, and investigate, and to answer meaningful and targeted questions in order to develop higher order thinking skills
- j. Explicit teaching and scaffolding is provided to students ( utilising whole/small/whole lesson structures) to assist students in achieving success with their learning

## Assessment Guidelines

- a. All units of work have assessments:
  - FOR looking at student progress prior to the unit (through pretesting), grouping students and identifying strategies to meet needs and cover the AUS VELs level
  - AS Students use evidence of achievement to monitor their own progress during a unit of work. Teachers use student work samples and student reflections during the unit to refine their teaching to student needs.
  - OF teacher use of evidence of student learning to make judgements on student achievement against goals and standards

### Learning

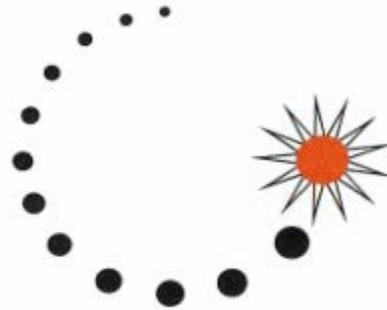
- b. Both within and across units of work there is a variety of assessment types, techniques and instruments
- c. Assessment practices are designed to give students opportunities to display their knowledge, skills, understandings and attitudes
- d. Sound moderation practices are used
- e. Assessment practices are valid, reliable, fair and equitable across classes/similar classes/wider school with modified options available
- f. Assessment tasks must match teaching and learning objectives (informed by appropriate AUSVELS standards for the particular dimension and AUSVELS level.
- g. Assessment criteria (based on appropriate AUSVELS standards) is made explicit to students prior to completing assessment tasks, and students receive targeted feedback on their work in terms of these criteria and the progress they are making towards standards
- h. Assessment practices are designed to assist students to reflect on their learning
- i. Assessment practices are designed to develop and scaffold student development of deeper levels of understanding and high order thinking skills

## Guidelines for teacher planning of Units of Work

- a) Units of work are designed around AUSVELS/ VCE/ VCAL outcomes and are structured over a number of lessons/ weeks to allow students to progressively build understanding.
- b) Units of work identify applicable AUSVELS standards or VCE Outcomes, metalanguage, selected content, relevant pedagogy, embedded e-learning and assessment tools and practices FOR/AS and OF learning
- c) Units of work are designed to allow for differentiation in light of literacy/numeracy data and discipline specific pretesting
- d) Units of work are designed to foster student engagement and deeper levels of understanding

## Myrtleford P12 College Effective Lesson Structure

|                              |  |  |   |
|------------------------------|--|--|---|
| <b>Introduction</b>          | <b>Warm Up Activity</b>  | Optional starting activity to capture students' attention.   | <b>Up to 10% of the lesson</b><br>(eg 5 minutes of the lesson or less than 10 minutes of a double). |
|                              | <b>Learning Intention</b>  | Learning Intention is made clear. Explain the relevance and link this to the real world.           |   |
|                              | <b>Success Criteria</b>  | How will you and the students know they have learnt the lesson content? Will this be addressed?    |   |
| <b>Body</b>                  | <b>Review Prior Learning</b>   | Ensure that new content is being taught and nothing is being unnecessarily repeated.               | <b>70% of the lesson</b><br>(35 minutes of a single lesson and 70 minutes of a double)              |
|                              | <b>Explicit Teaching</b>   | Introduce new ideas or information. Through explanations.  |   |
|                              | <b>Modelling</b>   | Showing rather than telling  |   |
|                              | <b>Guided Practice</b>   | Students apply and or practice the skills taught   |   |
|                              | <b>Group Work</b>  | Students apply and or practice the skills as a group   |   |
|                              | <b>Independent Work</b>  | Students apply and or practice the skills independently  |   |
|                              | <b>Higher Order Thinking</b>   | Engage students in critical thinking and problem solving. Take them to the next level of learning. |   |
| <b>Differentiation</b>       | Ensure that different abilities are catered for by offering and delivering a range of tasks. |  |   |
| <b>Conclusion Reflection</b> | <b>Reflection</b>  | Reflect on what was learnt and how it was learnt   | <b>Up to 20% of the lesson</b><br>(10 minutes of a single or 25 for a double)                       |
|                              | <b>Feedback</b>  | Provide useful and relevant feedback to students. Gain useful and relevant feedback from students  |   |
|                              | <b>Where to now?</b>   | What is the next step in relation to students' learning?   |   |



**Myrtleford P12 College**

*Inspirational.*

|                 |  |
|-----------------|--|
| <b>Unit</b>     |  |
| <b>Level</b>    |  |
| <b>Time</b>     |  |
| <b>Duration</b> |  |

| ACHIEVEMENT STANDARDS |
|-----------------------|
|                       |

| Content Descriptors |
|---------------------|
|                     |

| Achievement Standards |          |             |
|-----------------------|----------|-------------|
| Below Level           | On Level | Above Level |
|                       |          |             |

## Assessment and Reporting Overview

| For Learning | As Learning | Of Learning |
|--------------|-------------|-------------|
|              |             |             |

| Week<br>(50 mins) | Learning Intention<br>and Success Criteria | Teaching and Learning Experiences | Resources | Assessment Tasks |
|-------------------|--|-----------------------------------|-----------|------------------|
|                   |  |                                   |           |                  |

| <b>Week<br/>(50 mins)</b> | <b>Learning Intention<br/>and Success Criteria</b> | <b>Teaching and Learning Experiences</b> | <b>Resources</b> | <b>Assessment Tasks</b> |
|---------------------------|--|--|------------------|-------------------------|
|                           |  |  |                  |                         |
|                           |  |  |                  |                         |

**Unit Evaluation and Reflection-** questions to consider include: Were learning outcomes addressed? Student engagement? Adequacy of resources? Students requiring additional support/extension? Modifications/recommendations; general thoughts