

Charles Campbell College

TEACHING & LEARNING POLICY

Please note this policy is mandatory and staff are required to adhere to the content

Table 1 - Document details

Publication date	3 rd November 2015
Review date	November 2018
Related legislation/applicable section of legislation	
Related policies, procedures, guidelines, standards, frameworks	DECD Curriculum, Pedagogy, Assessment and Reporting Policy for Reception –Year 10
Replaces	N/A
Policy officer	Deputy Principal
Policy officer (phone)	8165 4700
Policy sponsors	Executive Leadership Team Teaching and Learning Leaders
Executive leader responsible	Principal
Applies to	Teaching staff of Charles Campbell College
Key words	Teaching and Learning Curriculum Pedagogy Assessment Reporting Professional Learning
Status	Active
Approved by	School Council of Charles Campbell College
Approval date	2 nd November 2015
Version	2

Table 2 - Revision record

Date	Version	Revision description
19/10/15	v 1.0	Initial development
28/05/118	V 2	Reporting Change

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1. Title

TEACHING AND LEARNING POLICY FOR CHARLES CAMPBELL COLLEGE

2. Purpose

The Teaching and Learning Policy for Charles Campbell College provides clarification and direction to staff, students and families about quality teaching and learning across all levels of schooling R-12.

The Teaching and Learning Policy is guided by our purpose and vision, whilst aiming to support and strengthen these. Specifically, we aim to:

- engage all students in diverse, rich and futures oriented learning experiences that foster excellence and a seamless transition to life-long learning and intercultural understanding.
- create a safe and caring environment that uses effective and coordinated services to support the holistic development of all students.
- build an R-12 culture that is focused on improvement and achievement and is characterised by collaborative and positive relationships between staff, learners and the community.

3. Scope

This policy will be used as basis ensuring that our purpose, vision and values are evidenced in practice.

This is the framework that guides:

- High quality curriculum development and documentation
- Engaging, contemporary pedagogical approaches
- Performance Development Plans (in line with the AITSL framework),
- Professional Learning
- Assessment for and of learning
- Reporting to stakeholders

4. Policy detail

4.1 CURRICULUM

The curriculum at Charles Campbell College is determined by the Australian Curriculum for Reception to Year 10 and by the SACE board for Years 11 and 12.

All teachers develop Learning and Assessment Plans that reflect a seamless delivery of curriculum from Reception to Year 12 meeting the educational needs of a diverse range of students and fostering excellence.

Current specialisations are in:

- Performing Arts Academy (Dance, Drama and Music)
- Australian Rules Football Academy
- Industry Pathways (Cert III Automotive, Cert III, Sport & Recreation, Cert III Dance, Cert III Game Programming)
- STEM and Entrepreneurship including specialist subjects offered from year 6 to 12 in areas of Robotics, Drones, F1 in schools, & Programming)
- Stephanie Alexander Kitchen Garden program

Our Personal and Global Learning Program (PGL) ensures that we meet the DECD '*Child Protection in Schools, Early Childhood Education and Care Policy*' requirements by delivering the **Keeping Safe: Child Protection Curriculum**.

Teachers will support students to set learning goals and SMART targets to improve their learning outcomes.

4.2 PEDAGOGY

All teachers are required to base their pedagogy on the *South Australian Teaching for Effective Learning Framework* in order to ensure that how they teach and design learning improves student engagement, intellectual challenge and achievement.

At Charles Campbell College we develop our students as lifelong learners through:

- Creating safe, caring and inclusive learning environments
- Collaborative approaches to learning
- The innovative use of emerging technologies
- Empowering students to become self-directed and resilient; to develop a growth mind set

Teachers recognise students' culture, language and abilities and ensure their learning needs are addressed through pedagogy and learning tasks that are designed to support the range of learners.

There will be evidence of differentiated teaching practices and flexible learning groups in the design of learning tasks and within all learning environments.

Documentation of adjustments for students with Individual Learning Plans will occur on the 'One Plan'.

Teachers will explore ways to incorporate Aboriginal perspectives into units of work.

Teachers will use achievement data and student feedback (such as TfEL Compass) and feedback from trusted colleagues to drive improvement of their teaching practice and to inform their Performance Development Plans (in line with the AITSL Framework).

Teachers will design learning that incorporates the Common Lesson Elements (Appendix A), as designed by CCC teachers.

4.3 ASSESSMENT

Teachers track the progress of students and refine and modify their teaching plans in response to formative assessment data and information.

Teachers provide ongoing constructive feedback to provoke thinking and improve learning outcomes. Contemporary technologies are used to provide feedback to students, such as google classrooms, Daymap, ipad aps.

Summative Assessment Tasks are outlined on the Learning and Assessment Plans which teachers are responsible for updating and publishing to students and families via Daymap.

Tasks are designed to assess student knowledge, understanding and skill development against the Achievement Standards of the Australian Curriculum and Performance Standards of the SACE.

Teachers, within Teaching and Learning Teams, moderate student work samples to ensure consistency amongst cohorts.

Assessment Task design considers:

- The Learning Intention
- Opportunities for students to meet aspects of the Achievement Standard or Performance Standard to the highest level
- Accessibility for all students (differentiation)
- Transparency of assessment criteria (eg: tools such as rubrics, marking schemes, ..)
- Specified milestones to support students' planning for successful completion of task

Teachers have a responsibility to ensure that students know what they need to improve and what constitutes an A to E grade.

Assessment and data analysis occurs according to the Data Analysis Timeline (Appendix B).

4.4 REPORTING

Formal reporting to parents/caregivers occurs four times a year, according to the following cycle:

TERM	REPORT FORMAT	INTERVIEWS & DISTRIBUTION
1	<ul style="list-style-type: none"> • All Assessment Tasks & Grades • Descriptive Indicators & Grades • Verbal Report 	Continuous via Daymap Reports published via Daymap Parent - Teacher Interviews
2	<ul style="list-style-type: none"> • All Assessment Tasks & Grades • Students share Learning • Descriptive Indicators & Grades 	Continuous via Daymap Presentations of Learning Reports published via Daymap
3	<ul style="list-style-type: none"> • All Assessment Tasks & Grades • Descriptive Indicators & Grades 	Continuous via Daymap Reports published via Daymap
4	<ul style="list-style-type: none"> • All Assessment Tasks & Grades • Students share Learning • Descriptive Indicators & Grades 	Continuous via Daymap Presentations of Learning Reports published via Daymap

Teachers will contact parents/caregivers for students at risk within the first five weeks of any assessment period.

4.5 PROFESSIONAL LEARNING

All teachers must undertake Professional Learning in order to meet the requirements for Teacher Registration and the Australian Professional Standards for Teachers.

It is an expectation that all teachers participate in site based Professional Learning days.

Site based Professional Learning days are designed to engage staff in learning that meets the objectives of the:

- Site Improvement Plan
- DECD quality improvement cycle
- Campbell Partnership Plan
- Council of International Schools report for CCC and associated recommendations.

All teachers will work in Professional Learning Communities, in the context of Teaching and Learning Teams that reflect the General Capabilities (Literacy, Numeracy and Critical and Creative Thinking) and School Teams, to continue to explore the learning concepts introduced during Professional Learning days.

5. Roles and responsibilities

Table 2 - Roles and responsibilities

Role	Authority/responsibility for
Deputy Principal	Teaching and Learning Leaders
Teaching and Learning Leaders	Teaching and Learning Teams
Teaching staff	Implementation of policy

6. Monitoring, evaluation and review

- **WHEN:**
Term 4, 2018
- **HOW this will occur:**
Review will occur through consultation with all members of the college Leadership Team. Leaders of Teaching and Learning Teams and Schools Teams will be responsible for consulting with these teams of teachers.
- **By WHOM:**
Deputy Principal will have primary responsibility for review. Consultation for approval will occur with the School Council.

7. Definitions and abbreviations

Table 3 - Definitions and abbreviations

Term	Meaning
CCC	Charles Campbell College
CIS	Council of International Schools
DECD	Department of Education and Child Development
PLC	Professional Learning Community
SIP	Site Improvement Plan
TRB	Teachers' Registration Board

8. Supporting documents

- Charles Campbell College Site Improvement Plan
- Campbell Partnership Plan
- Australian Professional Standards for Teachers

9. References

- DECD Curriculum, Pedagogy, Assessment and Reporting Policy for Reception –Year 10
- Reporting on the Australian Curriculum in DECD Schools
- DECD External School Review Framework

Appendix

- Appendix A: *Common Lesson Elements*
- Appendix B: *Data Analysis Timeline*
- Appendix C: *Teaching and Learning Strategic Plan*