



Rationale

In partnership with families, the Diocese of Ballarat Catholic Education Limited (DOBCEL) is entrusted with the care of children and young people in DOBCEL Schools and works together with families for the wellbeing of all students.

DOBCEL Schools ensure an inclusive, integrated and holistic Catholic education within a safe environment that promotes improved outcomes for all students.

As the owner and operator of DOBCEL Schools, the DOBCEL Board must ensure that each DOBCEL School has policies and procedures to provide students with a safe environment and one where learning and student improvement is prioritised.

The DOBCEL Board has approved a suite of DOBCEL policies and procedures that underpin learning and teaching in DOBCEL Schools. These documents outline DOBCEL's approach to ensuring that students are able to experience opportunities for growth and achievement and that they do so in school environments where they are safe.

All DOBCEL Schools must adopt these policies and procedures at the school level.

DOBCEL believes all students are capable of learning. Students learn at different rates and through a variety of experiences, in a wide range of settings. DOBCEL acknowledges that effective learning, and the learner's self-esteem, are closely linked, therefore learning should be intrinsically rewarding and feedback should be provided regularly. DOBCEL believes that learning is an active process where students are involved and enjoy exploring and discovering for themselves.

Definitions

Learning and teaching: refers to all approaches and strategies utilised for student learning and development, including how the content is delivered, the choice of student learning experiences and the ways in which schools and teachers are organised to reflect a learning and teaching approach. It incorporates decisions on the need for, and use of, resources and facilities and partnerships with the wider school community. It includes curriculum, assessment and reporting of student outcomes.

Curriculum: is the common set of knowledge and skills that are required by all students for life-long learning, social development and active and informed citizenship. As such, the curriculum is a part or subset of the school's teaching and learning program which is the school-based plan for delivering, expanding and extending this common set of knowledge and skills in ways that best utilise local resources, expertise and contexts (VCAA 2014, F-10 Curriculum Planning and Reporting Guidelines).

Assessment: is the collection of information about student achievement, including authentic and valid feedback for ongoing improvement in teaching and student learning.

Principles

- Positive relationships based on respect, care and genuine affection help build supportive and safe classroom environments, where students acknowledge the opinions and feelings of others and challenge themselves in their learning.
- Teaching programs will cater for student's individual differences and learning needs. Flexible curriculum and appropriate and current resources will be provided to cater for individual differences.
- Teaching strategies will be relevant and assist students to actively engage in learning.
- Learning and teaching approaches will incorporate students' prior experiences which will promote further development of these experiences.
- Students will be encouraged to be risk takers in a supportive environment.
- Students will be encouraged and challenged to explore new tasks and should feel confident in doing so. Teaching strategies will incorporate contemporary educational research and evidence and incorporate technologies to link learning to the wider global community where appropriate.
- Students will experience success through participating in activities appropriate to their development. Success in learning will be celebrated. Teachers will affirm students' attempts to achieve learning outcomes and make sense of their learning.
- The learning process is as important as the finished product. Learning experiences will promote the development of skills, understandings, values and attitudes, not only knowledge. Individual and shared decision making will be promoted within the classroom, with learning spaces structured to allow for individual, paired and group work.
- Assessment strategies will complement teaching and learning methods. Student learning will be monitored and assessed by classroom teachers on a regular basis. Through the collection of appropriate data, the teacher will use evidence-based strategies that cater to the needs of the students.
- Students will have opportunities to provide input into learning and personal goals and assessment tasks. They will be encouraged to reflect upon their learning, and review personal and learning goals.
- Teachers will assume different roles in the learning process such as facilitator, moderator, instructor, collaborator and coach depending on the tasks, activities and needs of students.
- Teachers are aware of current educational research; the school leaders will encourage and support professional learning. Teachers are encouraged to plan and initiate their own needs for professional learning as well as to participate in whole school and team professional learning, so as to build capacity as leaders of learning and collegial practice.

Policy Statement

Learning and teaching programs in DOBCEL Schools will cater for the development of the whole child and will encourage students to take responsibility for their own learning. Strategies will be varied to allow for the needs of individual students. Prior experiences and understandings will be acknowledged and students will be encouraged to attempt new learning.

Relevant Legislation

Disability Standards of Education 2005 <https://www.legislation.gov.au/Details/F2005L00767>

The Aboriginal and Torres Strait Islander Education Strategy (2015)
<https://www.education.gov.au/national-aboriginal-and-torres-strait-islander-education-strategy>

Key related documents

Catholic Education Ballarat. 2018. Characteristics of a Highly Effective Catholic School

Catholic Education Ballarat. 2020. Religious Education Curriculum Awakenings: Core Document

Catholic Education Ballarat. 2018. School Improvement Framework Handbook

Victorian Curriculum and Assessment Authority VCAA. VCE and VCAL Administration Handbook

VCAA. 2015. The Victorian Curriculum F - 10 <https://victoriancurriculum.vcaa.vic.edu.au/>

VCAA Special Provision

<http://www.vcaa.vic.edu.au/Pages/vce/exams/specialprovision/specialprovision.aspx>

School Vision and Mission Statements

Behaviour Management Policy