



**SOUTHERN CROSS**  
— GRAMMAR —

**TEACHING AND LEARNING  
POLICY**  
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## **INTRODUCTION**

Learning and teaching are fundamental to the Southern Cross Grammar Vision and Charter and are its principal activities. Research reveals that effective teaching is by far the most important source of variation in student achievement. We believe that learning and teaching are sustainable, lifelong, renewable processes for people and for the organisations that serve people. As such we have a responsibility to create, refine, enhance and maximize the quality and distinctive character of learning and teaching at Southern Cross Grammar. This will contribute to the attainment of excellence in learning and teaching at our School.

At Southern Cross Grammar we believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone. Southern Cross Grammar is committed to ensuring that all of its students are provided with the opportunity to obtain a comprehensive, balanced and equitable education. Such an education promotes the holistic development of each individual and ensures that students are provided with opportunities to prepare them for both their present and future life roles. Central to this commitment is the continuous task of exploring ways to improve learning and teaching.

Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

## **PURPOSE**

The purpose of this policy is to provide written processes to ensure that Southern Cross Grammar will develop maintain and regularly evaluate a teaching and learning environment conducive to excellence in learning and teaching.

## **SCOPE**

The Teaching and Learning Policy is intended to apply to all learning and teaching for which Southern Cross Grammar is responsible including learning and teaching undertaken by partner organisations where Southern Cross Grammar is responsible for quality assurance. In such cases, this policy serves as a guide for the expectations of Southern Cross Grammar.

## **RELATED POLICY**

Improvements in Student Learning Outcomes Policy  
Curriculum Renewal and Review Policy  
Assessment and Reporting Policy  
Professional Development Policy

## **RESPONSIBILITIES**

### **SOUTHERN CROSS GRAMMAR BOARD**

The Board:

- is responsible for generating goals at the strategy level for teaching and learning
- has responsibility for monitoring all aspects of the policy on learning and teaching. It will do this primarily through the Principal of Southern Cross Grammar who will facilitate consultation on the development, management and implementation of the policy
- will value and support teaching and learning and provide staff with opportunities and incentives to develop knowledge and skill in learning and teaching
- will recognise and reward the achievements of staff.

### **PRINCIPAL**

The Principal will:

- be responsible for the implementation and monitoring of this policy
- ensure that learning and teaching programs are sufficiently flexible to respond to the changing needs of students, the school community and system requirements
- recognise and reward the achievements of students and staff
- incorporate learning and teaching quality into resource allocation and performance management
- model a commitment to lifelong learning, critical reflection and accountable professional practice.

### **TEACHERS**

Teachers will:

- value and respect students
- promote students' self-confidence and willingness to take risks with their learning
- ensure each student experiences success through structured support
- provide rich, dynamic, relevant and motivating learning environments where School and classroom values are an integral part of the day-to-day routine
- vary teaching styles and learning episodes to cater for different learning styles
- cater for individual differences and for the different needs of boys and girls
- communicate high expectations and standards
- be committed to lifelong learning and professional and personal growth
- encourage and support students to take responsibility for their learning
- actively promote cooperative learning between colleagues and students
- model their commitment to lifelong learning and critical reflection
- actively encourage problem solving and creative thinking skills
- build on students' prior experiences, knowledge and skills
- capitalise on students' experience of a technology rich world
- be encouraged to self assess their individual and collective progress
- continuously analyse learning situations and encourage continuous improvement
- make assessment relevant and explicit
- regularly use quality data collection tools which enable decisions to be made in regard to relationships, processes and learning experiences.

## STUDENTS

Students will

- value and respect teachers
- be encouraged to participate fully in all learning episodes
- be encouraged to attain high standards
- experience a sense of ownership of the learning process
- be encouraged to reflect critically on their individual and collective progress.

## AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Southern Cross Grammar's approach to effective learning and teaching and the implementation of quality learning programs will be consistent with the Australian Professional Standards for Teachers and will reflect best practice.

There are 7 standards, divided into three domains of teaching. The standards are interconnected and overlapping.

Australian Professional Standards for Teachers	Standard
Professional Knowledge	1. Know students and how they learn 2. Know the content and how to teach it
Professional Practice	3. Plan for and implement effective teaching and learning 4. Create and maintain supportive and safe learning environments 5. Assess, provide feedback and report on student learning
Professional Engagement	6. Engage in professional learning 7. Engage professionally with colleagues, parents/carers and the community

## DOMAINS OF TEACHING

### *Professional Knowledge*

Teachers draw on a body of professional knowledge and research to respond to the needs of their students within their educational contexts.

Teachers know their students well, including their diverse linguistic, cultural and religious backgrounds. They know how the experiences that students bring to their classroom affect their continued learning. They know how to structure their lessons to meet the physical, social and intellectual development and characteristics of their students.

Teachers know the content of their subjects and curriculum. They know and understand the fundamental concepts, structure and enquiry processes relevant to programs they teach. Teachers understand what

constitutes effective, developmentally appropriate strategies in their learning and teaching programs and use this knowledge to make the content meaningful to students.

Through their teaching practice, teachers develop students' literacy and numeracy within their subject areas. They are also able to use Information and Communication Technology to contextualise and expand their students' modes and breadth of learning.

### ***Professional Practice***

Teachers are able to make learning engaging and valued. They are able to create and maintain safe, inclusive and challenging learning environments and implement fair and equitable behaviour management plans. They use sophisticated communication techniques.

Teachers have a repertoire of effective teaching strategies and use them to implement well-designed teaching programs and lessons. They regularly evaluate all aspects of their teaching practice to ensure they are meeting the learning needs of their students. They interpret and use student assessment data to diagnose barriers to learning and to challenge students to improve their performance.

They operate effectively at all stages of the teaching and learning cycle, including planning for learning and assessment, developing learning programs, teaching, assessing, providing feedback on student learning and reporting to parents/carers.

### ***Professional Engagement***

Teachers model effective learning. They identify their own learning needs and analyse, evaluate and expand their professional learning, both collegially and individually.

Teachers demonstrate respect and professionalism in all their interactions with students, colleagues, parents/carers and the community. They are sensitive to the needs of parents/carers and can communicate effectively with them about their children's learning.

Teachers value opportunities to engage with their school communities within and beyond the classroom to enrich the educational context for students. They understand the links between school, home and community in the social and intellectual development of their students.

## **CAREER STAGES**

There are four career stages (Graduate, Proficient, Highly Accomplished, Lead) where the Standards provide benchmarks to recognise the professional growth of teachers throughout their careers. The descriptors across the four career stages represent increasing levels of knowledge, practice and professional engagement for teachers. Progression through the stages describes a growing understanding, applied with increasing sophistication across a broader and more complex range of situations.

### ***Graduate teachers***

Graduate teachers have completed a qualification that meets the requirements of a nationally accredited program of initial teacher education. The award of this qualification means that they have met the Graduate Standards. On successful completion of their initial teacher education, graduate teachers possess the requisite knowledge and skills to plan for and manage learning programs for students. They demonstrate knowledge and understanding of the implications for learning of students' physical, cultural, social, linguistic

and intellectual characteristics. They understand principles of inclusion and strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.

Graduate teachers have an understanding of their subject/s, curriculum content and teaching strategies. They are able to design lessons that meet the requirements of curriculum, assessment and reporting. They demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. They know how to select and apply timely and appropriate types of feedback to improve students' learning.

Graduate teachers demonstrate knowledge of practical strategies for creating rapport with students and managing student behaviour. They know how to support students' wellbeing and safety, working within school and system curriculum and legislative requirements.

They understand the importance of working ethically, collaborating with colleagues, external professional and community representatives, and contributing to the life of the school. Teachers understand strategies for working effectively, sensitively and confidentially with parents/carers and recognise their role in their children's education.

### ***Proficient teachers***

Proficient teachers meet the requirements for full registration through demonstrating achievement of the seven Standards at this level.

These teachers create effective teaching and learning experiences for their students. They know the unique backgrounds of their students and adjust their teaching to meet their individual needs and diverse cultural, social and linguistic characteristics. They develop safe, positive and productive learning environments where all students are encouraged to participate.

They design and implement engaging teaching programs that meet curriculum, assessment and reporting requirements. They use feedback and assessment to analyse and support their students' knowledge and understanding. Proficient teachers use a range of sources, including student results, to evaluate their teaching and to adjust their programs to better meet student needs.

Proficient teachers are active participants in their profession and, with advice from colleagues, identify, plan and evaluate their own professional learning needs.

Proficient teachers are team members. They work collaboratively with colleagues; they seek out and are responsive to advice about educational issues affecting their teaching practice. They communicate effectively with their students, colleagues, parents/carers and community members. They behave professionally and ethically in all forums.

### ***Highly Accomplished teachers***

Highly Accomplished teachers are recognised as highly effective, skilled classroom practitioners and routinely work independently and collaboratively to improve their own practice and the practice of colleagues. They are knowledgeable and active members of the school.

Highly Accomplished teachers contribute to their colleagues' learning. They may also take on roles that guide, advise or lead others. They regularly initiate and engage in educational discussions about effective teaching to improve the educational outcomes for their students.

They maximise learning opportunities for their students by understanding their backgrounds and diverse individual characteristics and the impact of those factors on their learning. They provide colleagues,

including pre-service teachers, with support and strategies to create positive and productive learning environments.

Highly Accomplished teachers have in-depth knowledge of subjects and curriculum content within their sphere of responsibility. They model sound teaching practices in their teaching areas. They work with colleagues to plan, evaluate and modify teaching programs to improve student learning. They keep abreast of the latest developments in their specialist content area or across a range of content areas for generalist teachers.

Highly Accomplished teachers are skilled in analysing student assessment data and use it to improve teaching and learning.

They are active in establishing an environment that maximises professional learning and practice opportunities for colleagues. They monitor their own professional learning needs and align them to the learning needs of students.

They behave ethically at all times. Their interpersonal and presentation skills are highly developed. They communicate effectively and respectfully with students, colleagues, parents/carers and community members.

### ***Lead teachers***

Lead teachers are recognised and respected by colleagues, parents/carers and community members as exemplary teachers. They have demonstrated consistent and innovative teaching practice over time. Inside and outside the school they initiate and lead activities that focus on improving educational opportunities for all students. They establish inclusive learning environments, meeting the needs of students from different linguistic, cultural, religious and socio-economic backgrounds. They continue to seek ways to improve their own practice and to share their experience with colleagues.

They are skilled in mentoring teachers and pre-service teachers, using activities that develop knowledge, practice and professional engagement in others. They promote creative, innovative thinking among colleagues.

They apply skills and in-depth knowledge and understanding to deliver effective lessons and learning opportunities and share this information with colleagues and pre-service teachers. They describe the relationship between highly effective teaching and learning in ways that inspire colleagues to improve their own professional practice.

They lead processes to improve student performance by evaluating and revising programs, analysing student assessment data and taking account of feedback from parents/carers. This is combined with a synthesis of current research on effective teaching and learning.

They represent the school and the teaching profession in the community. They are professional, ethical and respected individuals within and outside the school.



## **GUIDELINES**

The following guidelines are central to the organisation and conduct of learning and teaching at Southern Cross Grammar:

### **1. A Supportive and Productive Environment**

Southern Cross Grammar aims to create and maintain a learning environment that:

- a) builds positive relationships through knowing and valuing each other
- b) provides an integrated range of appropriate student support initiatives to enhance learning
- c) provides an integrated range of appropriate initiatives to support staff in the development of their teaching
- d) is supported by quality resources and technologies
- e) connects strongly with communities and practice beyond the classroom.

### **2. An Inclusive Environment**

Southern Cross Grammar aims to initiate and maintain practices that:

- a) value the full diversity of social, cultural and academic backgrounds of our students and staff
- b) draw on the experiences, strengths and needs of students and staff to enrich the learning and teaching experience
- c) are inclusive and ensure that all students have equal opportunities in the learning process.

### **3. A Relevant and Adaptive Curriculum**

Southern Cross Grammar aims to create and maintain a curriculum that:

- a) is child-centred and is founded on internationally-recognised and educationally sound curriculum, pedagogical and evaluation principles
- b) provides the basis for students to develop as independent lifelong learners and become effective problem solvers
- c) provides clear academic expectations and standards for both staff and students
- d) enables students to attain high standards of knowledge, skills and understanding encompassing key learning areas
- e) supports the development of a range of designated generic attributes appropriate to program level
- f) enables students to participate in programs and activities which foster and develop enterprise skills, including those skills which allow them maximum flexibility and adaptability in the future
- g) is evaluated regularly.

### **4. An Atmosphere of Intellectual Engagement**

Southern Cross Grammar aims to create and maintain an intellectual environment that:

- a) encourages the learner and the teacher to engage in and be an active participant in the learning and the teaching processes
- b) stimulates intellectual excitement
- c) recognises that learning and teaching are collaborative processes based on mutual respect
- d) encourages learning and teaching to be reflected on, shared, critiqued and improved through productive collaboration and professional engagement
- e) stimulates the design and use of assessment practices that reflect the full range of learning and teaching program objectives
- f) includes external reference, such as industry or professional reference groups, in the review and assessment of students' skills and knowledge.

## 5. A Flexible and Responsive Environment

Southern Cross Grammar aims to create and maintain a learning environment that:

- a) draws on a variety of forms of educational delivery to its students
- b) offers educational opportunities through a range of entry and exit pathways
- c) incorporates a range of teaching and learning strategies to accommodate the diverse needs of students
- d) offers a diversity of educational experiences
- e) responds to changes in pedagogy, learner needs, knowledge and practice.

Teaching and learning practices that will be adopted by staff in the school will include:

- collaborative planning of integrated units
- team teaching, personalised learning programs, the appropriate use of active and passive learning spaces, access to authentic teaching and learning opportunities through outdoor learning environments that are readily accessible and visible, and small-group learning for project work, tutoring and counselling
- classroom teaching and learning activities that require students to be active and to think creatively and solve problems
- the adoption of assessment and reporting models where teachers use information from assessment to understand student learning and to support students' progress toward achieving expected goals by providing regular, constructive feedback to students.

## CURRICULUM ORGANISATION

Southern Cross Grammar's curriculum is based on the Australian Curriculum

The Australian Curriculum has eight learning areas. Some learning areas include more than one subject.

Learning areas	Subjects
English	English

Mathematics	Mathematics
Science	Science
Humanities and Social Sciences	History
	Geography
	Economics and Business
	Civics and Citizenship
The Arts	Drama
	Dance
	Media Arts
	Music
	Visual Arts
Technologies	Design and Technologies
	Digital Technologies
Health and Physical Education	Health and Physical Education
Languages	Chinese (three pathways)

	Italian
	Indonesian
	French
	Arabic, German, Japanese, Korean, Modern Greek, Spanish, Vietnamese
Work Studies	Work Studies Year 9-10

The curriculum program is further developed as a collaborative process between the Principal and the teaching staff of the school.

Southern Cross Grammar's curriculum program will enable students to:

- attain high standards of knowledge, skills and understanding through a comprehensive and balanced curriculum in the primary years of schooling encompassing the agreed key learning areas.
- attain the skills of numeracy and English literacy, such that, every student should be numerate, able to read, write, spell and communicate at an appropriate level.
- participate in programs and activities which foster and develop enterprise skills, including those skills which will allow them maximum flexibility and adaptability in the future.

Classroom and specialist teachers will develop classroom programs which detail the outcomes to be achieved during a specified teaching period, the teaching and learning strategies to be used and the assessment and evaluation to be undertaken.

Teachers will also develop individual education programs for all students.

## **REVIEW**

This Teaching and Learning Policy will be reviewed annually.