



Rationale:

- Student learning is greatly affected by the quality of teaching that they experience. Teachers therefore must ensure that their teaching skills, knowledge and commitment are of the highest standard.

Aims:

- To be the best teachers that we can be and to work hard and be effective at providing the best learning experiences possible for our students.

Implementation:

- Teachers at our school acknowledge that students deserve the very best teaching possible and recognise the strong link between the quality of teaching and student performance.
- As a consequence, we have undertaken a commitment to provide for the individual needs of each and every student to the best of our abilities.
- For short periods of time, as teachers are working with small groups or individual students, the majority of the cohort are undertaking authentic and purposeful reading, writing and speaking and listening practices linked to the whole class focus or individual needs (Workshop Model or other model from the Department of Education: VTLM: Victorian Teaching & Learning Model)
- Learning experiences will be challenging, engaging, and involve practical ‘hands-on’ activities and first-hand encounters where ever practicable.
- Goals will be developed with each student and their parents identifying goals and actions that reflect the curriculum and each child’s individual needs.
- Parents will be kept well informed of their child’s progress, will be invited to be active participants in their child’s learning and will be provided with ongoing opportunities to improve their own teaching skills.
- Prior to each unit of work, students may be assessed in relation to their current knowledge (KWL) with subsequent learning experiences reflecting each student’s needs.
- Student achievement data will form the basis of each child’s learning. Both extension and intervention opportunities may be provided for all students according to need.
- Learning opportunities may be open-ended, cater for the multiple intelligences of all students, develop thinking skills and be based upon cooperative ‘whole child’ learning strategies.
- Sequential and viable courses of study in all key learning areas may be developed and implemented by professional learning teams of teachers who constantly review student performance and analyse content, resources and teaching techniques to meet student needs.
- Teachers will endeavour to utilise a number of cooperative learning strategies which are based on the Kagan philosophy of learning (ie: rally coach)
- Partnerships may be formed with agencies, organisations and members of the wider community where appropriate to broaden teaching and learning opportunities for students.
- Teachers will endeavour to become skilled practitioners in the use of learning technologies, and will routinely encourage the use of technologies to enhance learning opportunities.
- All teachers will undertake to enhance their skills by active involvement in personal professional development programs.
- Teachers may be involved in peer coaching, classroom observations, reflection practices, peer assessment and 360° feedback.

Evaluation:

- This policy will be reviewed as part of the school’s four year review cycle and feedback will be sought from the School Community.
- This policy was endorsed by School Council on Monday 22nd June 2026