



## ELTHAM HIGH SCHOOL

### POLICY DOCUMENT

### *Teaching and Learning Policy*

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#### INTRODUCTION

This policy sets out Eltham High School's vision for teaching and learning and highlights the importance of a range of related policies that guide our work in this area.

Our approach to teaching and learning is defined within the three areas of ***Approaches to Teaching, Attitudes for Learning*** and ***Expectations for Learning***. This policy details the way these three areas are interconnected and applies to all students and staff within the Eltham High School community.

#### PHILOSOPHY

As a school community we are committed to the *School Values and Deeds that Count* of **Pursuit of Excellence, Integrity, Social and Environmental Responsibility, Respect for Diversity and Creativity**. As a school we acknowledge the importance of setting high expectations and taking a consistent approach to pursuing these values in all aspects of our students' education. By highlighting them we also emphasise the importance of the role of students in their own learning.

There is good evidence to suggest that clear learning gains can be made through the adoption of consistent teaching and learning protocols, and setting high expectations for all students. (see Craig, Hopkins & Knight, 2015, *Curiosity and Powerful Learning*, McRel.)

The way that teachers go about their work in the classroom, the attitudes and approach that students bring to their learning, and the level of the expectations that we set as a learning community are all significant in achieving the best possible outcomes for our students.

#### POLICY STATEMENT

At Eltham High School we will adopt consistent teaching protocols, consistent learning protocols and place high expectations on all students so that student behaviour, confidence, engagement and learning will be enhanced.

#### GUIDELINES FOR IMPLEMENTING THE POLICY

Essential to the implementation of the Teaching and Learning Policy is a consistent understanding of, and commitment to the Eltham High School **Approaches to Teaching, Attitudes for Learning and Expectations for Learning** across the school community.

A brief summary of these elements, alongside references to key related policies and procedures are detailed below:

## Eltham High School – *Approaches to Teaching*

To support consistent approaches to teaching, Eltham High School has developed and adopted the **Eltham High School Instructional Model**.

The model has been designed in collaboration with staff across the school and applies to teachers at all year levels and in all learning areas. It is a statement of the essential elements of a successful lesson. The model is not designed as a procedure or checklist and these elements will be expressed in a wide variety of ways depending on the specific needs of each class.

The model provides teachers with a consistent structure and language which supports them to plan intentionally, share, discuss and reflect on their practice.

The model, when applied consistently, also allows students to recognise key elements of a lesson and better understand and engage with their role in the learning process.

A summary of this model is provided below:

<b>The EHS Instructional Model</b>	
<b>WHY</b> Teachers communicate the purpose of learning and the aim of the lesson to students. Students work to understand the value and purpose for their learning.	<b>HOW</b> Teachers use a range of resources to introduce skills and concepts and demonstrate examples in practice.
<b>DO</b> Teachers provide opportunities for students to develop and consolidate skills and concepts. Students take risks and challenge themselves in their learning with the support of teachers and students.	<b>REVIEW</b> Teachers assess student skills and understanding against the aim of the lesson. Students reflect on their progress and plan for their future learning.

## Eltham High School – *Attitudes for Learning*

Eltham High School recognises the importance of students taking active control of their learning and the role that positive attitudes or dispositions can play in successful learning outcomes.

The importance of developing positive attitudes or dispositions is well supported by the inclusion of the four 'General Capabilities' outlined in the Victorian Curriculum: Critical and Creative Thinking, Ethical, Intercultural, and Personal and Social (capabilities).

While these areas are still under development and consultation, the following table outlines how they might be expressed as learning protocols for all students to engage with:

## ***Attitudes for Learning***

### **Connecting Knowledge**

To begin learning, students need to understand what new knowledge and skills they are aiming for. Students need to connect their new knowledge and skills to what they already know and can do. As well as this, the more that students can connect their knowledge and skills to the world beyond the classroom in an authentic way, the deeper their learning will be. Students at Eltham High School have a responsibility to make *Deeds Count*.

### **Balance and Diversity**

Learners at Eltham High School are encouraged to follow diverse pathways built around their individuality. While this individuality is celebrated, students are also expected to pursue pathways which are balanced across the curriculum. Students understand the importance of intellectual, physical and emotional balance as being central to their learning and personal well-being.

### **Creativity and Critical Thinking**

Students at Eltham High School are expected to be creative in their approach to tasks and problems. In their thinking and in responding to information they are expected to be critical and reflective. By exercising their initiative, learners at Eltham High School are able to be actively involved in their learning and therefore recognise and approach complex problems.

### **Effort and Persistence**

Students at Eltham High School acknowledge that without effort and persistence over time, learning is difficult. For this reason all students are expected to put in their best effort during every class or activity they are involved in.

### **Integrity**

Integrity is a fundamental quality which is vital for all learners. Students who display integrity are open, honest and commit to their learning so that their actions demonstrate their words and intentions. They take risks in their learning and do the right and best thing, even though it may not always be the easiest of options.

### **Collaboration**

Students at Eltham High School collaborate with others in their learning. In doing this they make the most of every learning opportunity and understand that when everyone makes a contribution, learning is increased. Learners at Eltham High School act with open-mindedness towards each other. By being open-minded to the ideas of others they are able to test, reflect on and strengthen their own perspectives.

## **Eltham High School – *Expectations for Learning***

To allow all students to be able to engage in learning in every class the following **expectations for learning** are in place across the school for all classes.

These expectations are clearly outlined to students, are visible to students as part of the 'Classroom Rules' document, and are supported by a range of policies and procedures in the school.

### ***Expectations for Learning***

- **Safe for Learning:**  
A safe and orderly environment - looking after yourself and others.  
(Care for the physical, social and emotional wellbeing of self and others.)
- **Present for Learning:**  
Being present and punctual.  
(Ensuring that time for learning in every class is maximised, deadlines are met and knowledge and skill be built progressively.)
- **Prepared for Learning:**  
Being prepared for learning.  
(Coming prepared with the appropriate resources and equipment for every learning opportunity.)
- **Care for the learning environment**  
(Ensuring that the best possible learning environment exists for all students and staff.)

### **BASIS OF DISCRETION**

This policy sets direction for teaching and learning within Eltham High School. Any implementation practice or procedure should be carefully considered as to whether it assists the school aligning with the principles set out in this document.

### **RELATED POLICIES**

The following are key documents which are connected to the teaching and learning policy:

- Eltham High School – Whole School Instructional Model
- Eltham High School – Attitudes for Learning
- Eltham High School – Expectations for Learning

### **REVIEW**

This policy should be reviewed every 3 years.

Date Endorsed: 17 / 05 / 2017

### **Executive Officer**

Eltham High School Council

***CONSULTATION PROCESS AND WORKING PARTY INFORMATION:***

**This policy was written by: Tim Natoli**

Consultation has taken place with the relevant group(s) in the following list:

Group	Consultation ✓
School Operations Committee	
Staff	✓
Students (randomly selected group)	✓
Parents (randomly selected group)	
Members of the Community	
Other (where relevant please specify)	
Planning and Policy Review Team of Council <b>(Mandatory)</b>	✓
School Council <b>(Mandatory)</b>	✓

## PROCESS FOR POLICY DEVELOPMENT AND REVIEW

The Policy is developed or reviewed by the Policy Writer or Policy Writing Team using the agreed "Policy Template"

The policy is presented to the Planning and Policy Review Team

Relevant groups are consulted in relation to the policy by the Policy Writer / Policy Writing Team

Feedback is addresses by the Policy Writer /Policy Writing Team

The policy is re-presented to the Planning and Policy Review Team

Approved

The policy is presented to the School Council for endorsement

The policy is endorsed by the School Council

Further Clarification

Additional Feedback

Re-presented