

ENRICH - LEADER - CHAMPION - STRENGTHEN - EMPOWER - GROW

## COLLEGE MISSION STATEMENT

To promote individual growth and responsibility through a broad range of learning experiences within a caring Christ-centred environment.

## COLLEGE VISION STATEMENT

To build a Christian community committed to developing the whole child. The Teaching and Learning Charter articulates the policy framework which is designed to give effect to the College Mission and Aims for each student. This framework incorporates the interrelated organisational domains of curriculum (Learning), pedagogy (Teaching) and Assessment and is underpinned by the Values Framework of Lutheran Education Australia. From these frameworks grow the programmes, practices and procedures which form the teaching and learning operations of the College.

In embracing this Teaching and Learning Charter, we, the community of Victory Lutheran College, dedicate ourselves with enthusiasm and hope to:

- the love of learning
- educational endeavour
- the nurturing of faith
- a commitment to justice

## TEACHING AND LEARNING INTRODUCTION

In our work with students, we, as teachers at Victory Lutheran College, use strategies that reflect accepted good practice for the 21st century. By placing the child at the centre of our teaching, we see them and listen to them, as important citizens of the future. We believe that all children can, and have the right to, learn. Professionally, we seek to refine teaching and learning through the adoption of researched strategies and reflective practice.

Teaching is a process of shared learning achieved through the experiences and relationships within the classroom. In adopting the phrase, 'teaching and learning', we express our belief that guiding and -observing learning enables creative and reflective teaching to unfold.

We recognise that learning is a primary purpose of the school and that all members of the school community are involved in learning. All activities in the school contribute to learning and the development of the skills and talents of each individual student.

In valuing learning we:

- encourage spiritual, social, physical emotional, and academic growth;
- challenge students to achieve their personal best and become active and informed citizens;
- aim to develop independent and critical thinkers;
- provide experiences that encourage curiosity and promote a love of learning;
- encourage participation and celebrate achievement; and
- accept change and support each other as we encounter its challenges.

As a learning community, Victory Lutheran College sees learning as the central activity of both individuals and the school as a whole, is committed to life-long learning and seeks continuous improvement in all aspects of work.

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## PRINCIPLES OF EFFECTIVE LEARNING AND TEACHING PRACTICE

In classrooms, teachers guide learning by:

- sharing intellectual control with students and demonstrating compassion in their relationships with students;
- intentionally fostering relationships between themselves and each student, as well as, between students themselves;
- looking for occasions when students can work out part (or all) of the content or instruction (negotiate curriculum);
- providing opportunities for choice and independent decision making;
- ensuring a diverse range of ways of experiencing success;
- promoting discussion that is exploratory, tentative and hypothetical;
- encouraging students to learn from other students' questions and comments;
- building a classroom environment that supports and encourages risk-taking;
- using a wide variety of intellectually challenging teaching approaches;
- developing learning tasks that respect a range of ability levels and learning styles;
- incorporating the use of information technologies in curriculum development and learning processes;
- supporting and promoting character development through service learning, leadership experience and community and global citizenship;
- developing student awareness of the 'bigger picture';
- regularly raising student awareness of the nature of the quality of student learning;
- promoting a socially cohesive community that respects and appreciates individual cultural, social and religious diversity;
- conveying a sense of high expectations leading to excellence and quality; and
- promoting assessment as part of the ongoing learning process.

## EFFECTIVE LEARNING BEHAVIOURS

Students at Victory Lutheran College:

- attend school and are prepared for learning each day;
- observe set expectations for cooperative and collaborative classroom behaviour;
- respect and value the knowledge and experience that the teacher brings to the classroom;
- work towards learning new skills and gaining increased knowledge through the process of completing learning tasks;
- establish and maintain respectful relationships with their peers and teachers that lead to enhanced learning;
- are supportive of other learners and share knowledge and skills with their peers;
- undertake reasonable challenges and seek support from teachers;
- employ a range of thinking skills and become metacognitively aware;
- work towards being critical thinkers;
- seek to understand their individual learning style/s;
- respect and appreciate a community that is culturally, socially and religiously diverse;

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- are prepared to participate in a range of both classroom and extra-curricular learning activities; and
- respect the physical environment in which they learn.

## EFFECTIVE TEACHING BEHAVIOURS

Teachers at Victory Lutheran College:

- have a good knowledge of individual students and their approaches to learning – they communicate a professional yet personal interest in each individual, and develop a coaching or mentoring relationship with students;
- acknowledge the need to experiment – they talk, think, read and write about their teaching and the teaching of others;
- plan, share and reflect with other teachers;
- have high expectations of all students and value their individual contributions;
- are careful to explain what they ask students to do, and why it is important;
- monitor teaching and learning by observing, questioning and listening to students;
- cater for student's individual learning styles;
- celebrate success and encourage effort and persistence;
- are respectful of students and mindful of their privacy;
- help students to 'learn how to learn';
- adopt teaching dispositions that motivate students to engage in critical thinking;
- model the skills of inquiry and life-long learning;
- employ the frameworks of the 'thinking curriculum';
- give timely and meaningful feedback to students which supports develops their future learning;
- communicate honestly and efficiently with parents/guardians about the progress of their child;
- assist students in their development as independent learners; and
- apply a constructivist approach to the design of curriculum and learning environments.