

Teaching & Learning Policy

RATIONALE

Emmanuel College aims to provide an inclusive and supportive learning environment that enables all students to reach their full potential regardless of background and circumstance. A planned and structured school-based curriculum program will be provided to students to equip them with the knowledge, skills and attributes needed to complete their schooling and to make a successful transition from school to work, training, or further education. Learning is facilitated through effective teaching and pedagogical practices, and teachers having strong knowledge of the curriculum and key learning areas.

SCOPE

This policy relates to teaching staff and students at Emmanuel College.

DEFINITION

Teaching and learning 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 teaching and learning 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 the foundation 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 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.

POLICY STATEMENT

Emmanuel College acknowledges its responsibility as a registered school under the [Education and Training Reform Act 2006](#) to ensure there is a school-based curriculum plan showing how the learning areas of the [Victorian Curriculum F-10](#) will be substantially addressed, and how the school-based curriculum program will be organised, implemented, and reviewed. The curriculum programs will be designed and delivered flexibly, responding to the strengths, needs, and aspirations of students and the school and wider community.

GUIDING PRINCIPLES

1. The Catholic ethos permeates all aspects of teaching and learning.
2. The Victorian Curriculum F-10 provides a comprehensive set of prescribed content and common achievement standards, and forms the basis for planning, teaching, and assessment at the College.
3. A whole-school curriculum plan documenting the College's teaching and learning program will be developed using the [F-10 Curriculum Planning and Reporting Guidelines](#) as a resource.
4. The curriculum plan must outline how the eight learning areas, four capability areas, and religious education are addressed, and outline the time allocations for each learning area by year level.
5. The Awakenings curriculum comprises the core documents and educational materials of the religious education curriculum for the Catholic Diocese of Ballarat. Comprehensive resources can be found at the [Awakenings website](#).

6. A range of senior school options will be offered to help prepare students for tertiary studies, employment, and participation in a global community. Teaching and careers staff play a critical role in assisting students with choosing pathways.
7. Senior school courses include the Victorian Certificate of Education (VCE), Victorian Pathways Certificate (VPC), and nationally recognised Vocational Education and Training (VET) qualifications.
8. The [VCE and VPC Administrative Handbooks](#) will be used as a resource to ensure compliance with the rules, regulations and policies governing the delivery of senior school courses.
9. The Emmanuel College [Curriculum Handbooks](#) provide an overview of the curriculum offered at each year level. The handbooks are updated annually and published on the College website.
10. Teaching staff play a key role in developing, implementing, and systematically reviewing the curriculum because of their classroom expertise and knowledge of subject content and how students learn.
11. The curriculum should expose students to a variety of challenging and stimulating learning experiences that encourage deep levels of thinking and application, promote independence and self-motivation, and cater to the diverse learning needs of students.
12. The content and achievement standards should enable continuous learning for all students, including students with disabilities and additional learning needs, English as a second language, and gifted and talented students.
13. Assessments will be modified and reasonably adjusted as detailed in Personal Learning Plans (PLPs) and according to the individual needs of students, particularly for those identified with a disability.
14. This policy should be read in conjunction with the College's Assessment and Reporting Policy.
15. An extensive range of extra-curricular activities are offered as part of the whole-school curriculum plan to extend and enrich the learning experience for students.
16. The Fit4Life program takes a proactive approach to wellbeing and aims to equip students with skills and knowledge to build resilience. The program is embedded within the curriculum and explicitly delivered through learning strategies, individual programs, and College services.
17. Staff will participate in a range of professional development activities and feedback processes aimed at providing a detailed understanding of the whole-school curriculum and as a mechanism for continuous improvement.
18. The Emmanuel College Teachers Charter and [AITSL Standards](#) summarise teaching expectations, including that curriculum must be delivered in a diverse manner catering for a variety of learning styles.

POLICY REVIEW

This policy will be reviewed every three years or as needed and will be communicated to the College community via SIMON and the Parent Access Module (PAM).

RELATED DOCUMENTS/LINKS

[Academic Handbook and Curriculum Plan](#)

Assessment & Reporting Policy

Teachers Charter

[AITSL Australian Professional Standards for Teachers](#)

[Curriculum Handbooks](#)

[Awakenings website](#)

[VCAA Curriculum Planning Resource](#)

[VCE and VPC Administrative Handbooks](#)

REVIEW HISTORY

Version	Date released	Next review	Author	Approved
1.0	October 2021	October 2024	Principal's Assistant	College Leadership Team