



LEARNING & TEACHING POLICY

Rationale:

Kambrya College recognises that students learn by constructing their own personal view of concepts and link these to previous experiences unique to each individual. This individually constructed learning is formed only after passing through each person's values, belief system and cultural background.

Aims:

To provide learning experiences that emphasise a relevant and engaging context for learning that will provide students with the tools to be lifelong learners, and enable them to develop as active citizens and critical thinkers for an ever-changing global society and environment.

Implementation:

Kambrya College undertakes a commitment to provide for the individual needs of each and every student. The learning focus for students as they progress through each year is:

- Year 7 & 8; students work on developing the skills to become a lifelong learner. There is a strong focus in these year levels on developing 'habits of mind' and transferable thinking strategies. An integrated curriculum at years 7 & 8 aims to give students experience within a relevant common context that encourages student choice and independence
- Year 9; students participate in the Journey program. The focus in this year is for students to learn through experience, by facing real world challenges, by working in teams to further develop cooperative learning and to build on literacy, numeracy, thinking and life skills established in year 7 & 8
- Year 10, 11,12; the focus is on students developing the necessary knowledge and skills to ensure their success as they move through the later years at Kambrya College and into employment, further education and training
- Kambrya College provides students with lessons that allow for individual difference or need
- Learning experiences will be challenging, engaging, and involve practical 'hands-on' activities and first-hand encounters wherever practicable and encourage students to take positive risks
- Learning opportunities will be open-ended, cater for the multiple intelligences of all students, will develop thinking skills, and will be based upon cooperative 'whole child' learning strategies
- Both extension, enrichment and intervention opportunities will be provided for all students according to need
- Prior to each unit of work, students will be assessed against relevant curriculum learning outcomes with subsequent learning experiences reflecting each student's needs



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- Students will be encouraged to reflect on their experiences in order to learn, grow and gain wisdom
- Individual learning plans will be developed with each student and their parent/guardian, identifying targets and achievement goals that reflect the curriculum and each student's individual needs
- Sequential courses of study in all Learning Domains will be developed and implemented by teams of teachers who constantly review and analyse content, resources and teaching techniques
- Teachers will directly teach thinking strategies, with a strong focus on relationships and cooperative learning through a team small group approach
- Teachers will be encouraged to reflect and improve on their practice through professional learning teams
- Parents/Guardians 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
- Partnerships will be formed with agencies, organisations and members of the wider community where appropriate to broaden teaching and learning opportunities for students
- Teachers will become skilled practitioners in the use of learning technologies, and will routinely encourage the use of technologies to enhance learning opportunities
- Teachers will undertake to enhance their skills by development and active involvement in personal professional development programs
- Teachers will be invited to College Council meetings to inform councillors of school programs.

Evaluation:

- This policy will be reviewed by staff and the Curriculum Planning Team as part of the College's three year review cycle.

This policy was last ratified by College Council in **December 2007**