



# TEACHING & LEARNING

Policy 2026

## **RATIONALE:**

To provide all students with a challenging and engaging curriculum that is diverse, relevant and engaging and to ensure all students have the opportunity to develop independence and experience success in their learning. We acknowledge that the students of BPC deserve the very best teaching possible and subsequently provide high quality teaching and learning programs. We value the development of each student's academic and social emotional development, ensuring we develop lifelong learners who will become active citizens.

## **AIMS:**

To provide a learning environment that fosters and builds a culture centred on a growth mindset, resource rich spaces and the attainment of individual growth. As a college we invest in the development of our teachers to ensure that their teaching skills and commitment are of the highest standard and that their pedagogical knowledge is current. All Teaching and Learning programs at Baden Powell College aim to engage students and develop knowledge and skills that can be applied in real life context. Teachers develop a sequential curriculum based on the Victorian Curriculum that builds and develops on student's current understandings while addressing their individual needs. At Baden Powell College we aim for our programs to develop all students' individual strengths and talents by exposing them to a rich curriculum in all subject areas.

## **IMPLEMENTATION:**

This policy should be read in conjunction with other related curriculum, assessment policies and The Baden Powell College 'Teaching and Learning Handbook'.

### **Planning**

When developing units of work and learning sequences, leaders and teachers should ensure that the skills and knowledge defined in the capabilities will be developed, practised, deployed and demonstrated by students in and through their learning across the curriculum.

Staff will collaboratively work in Year Level or Curriculum Based teams to undertake the Professional Learning Teams (PLT) cycle to Assess, Plan, Implement and Monitor student performance against the Victorian Curriculum F-10 and the BPC Guaranteed and Viable Curriculum (GVC) to determine important skills, knowledge and understandings.

In PLTs across the College, Teams will utilise the following documents, as staff plan and prepare for the individual needs of their students:

- Assessment Schedule
- Instructional Model
- Lesson Structures
- Victorian Curriculum 2.0
- BPC's Guaranteed and Viable Curriculum

- Yearly Overviews/Scope and Sequences
- Unit Planners
- Work Programs

PLTs at BPC aspire to be highly effective teams of professionals that respect and support each other to purposefully and collaboratively work towards student-centred outcomes. This work is a college priority and will utilise data to drive differentiated student learning and growth, develop high quality and engaging units/lessons, reduce classroom variability and align whole college planning and direction.

### **Classroom Climate**

Teachers aim to develop a classroom culture where individuals are encouraged, respected and challenged intellectually, physically and socially. Teachers will encourage students to develop as learners and individuals by:

- Implementing Quality Beginning and Start Up planners
- Engaging in the Personal Growth curriculum and the development of personal goals
- Working with students to develop learning spaces that are safe and engaging
- Ensuring that the school values are visible, tangible and explicitly taught
- Providing opportunities to ensure all students experience success through appropriate differentiation of tasks
- Using a range of effective classroom management strategies, based on developing respectful relationships and acknowledgment of achievements
- Enhancing opportunities for age appropriate 'student voice' to be considered in the delivery and implementation of teaching and learning
- Keeping parents well informed of their child's progress and inviting them to be active participants

### **Non-Negotiable Requirements:**

All staff at BPC will ensure that the following are consistently implemented in every class:

Weekly Work Programs that reflect differentiation and the outline of learning for all the students in the class.

- Planning documents need to identify and cater for students who require *Differentiation, Adjustments and Alternate Learning* at BPC
- All primary and secondary English classes will have access to a classroom library that is updated regularly
- Learning Intentions and Success Criteria are shared and visible in every session
- All students, with teacher guidance, will establish learning goals that are;
  - visible and accessible at all times (recorded on goal cards)
  - revisited and updated on a regular basis
- Primary staff will teach 5 hours of Reading, Writing and Numeracy, Spelling/Phonics in any uninterrupted weeks. The remaining 10 hours will be made up of Big Ideas (Inquiry based learning), Science, Library, Personal Growth, Physical Education, Italian, STEM, and the Arts.
- Year 7 & 8 staff will teach 6 hours of English, 5 hours of Maths, 3 hours of Science & Health and Physical Education, 2 hours of Humanities, Personal Growth, Wood/Food Technology and Visual Arts/Design Technology in any uninterrupted week.
- Year 9 staff will teach 6 hours of English, 5 hours of Maths, 3 hours of Science & Health and Physical Education, 2 hours of Humanities, Personal Growth and 4 hours of electives (2x2) each semester.
- Teachers will refer to and implement all assessments outlined in the BPC Assessment Schedule for specific assessments for each year level. Within PLTs and as individuals, staff will monitor student growth identifying what students know and what students need to know based on the Victorian Curriculum 2.0.
- Adhering to timelines for documentation and assessment.
- Teachers will complete Semester Reports (end of term 2 and term 4)

- Teachers will complete Progress Reports three times per semester.

### **Literacy:**

Students will develop their knowledge, understanding and skills of communication in English through reading and viewing, writing, and speaking and listening. By understanding and working with text, students acquire important skills and personal qualities that enable them to read, view, and listen critically and to think, speak and write clearly and confidently.

Teaching and Learning will incorporate the use of mentor text, explicit teaching and engage students daily in reading and writing. Through a range of approaches and strategies teachers will undertake individual and small group instruction, guided reading and reciprocal reading, shared writing and independent reading and writing. Classes will maintain relevant and current classroom libraries, resources that are easily accessible to students.

Teams and teachers will utilise resources that will enable them to target learning to meet the needs of students at different stages of development. Individual Educational Programs (IEP's) will be used to support and extend students that are 12 months above or below the expected level.

Daily teaching of phonics in context as a vital component of our literacy program. Aligned with the Big 6 of reading instruction—phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing—this approach ensures that students engage with phonics in meaningful ways.

A consistent approach to teaching Reading and Writing such as Writer's Notebooks, the writing process, 6+1 Traits of Writing and writer's craft, along with a focus on Reading comprehension will underpin the delivery of Reading and Writing at Baden Powell College.

### **Numeracy:**

Numeracy has a daily focus, it encompasses Number, Algebra, Measurement, Space and Statistics.

Teaching and Learning uses a wide range of approaches and strategies that complement the BPC Instructional model for numeracy such as explicit teaching, warmups and opportunities to discover mathematical concepts students articulating and justifying their thinking and the use of concrete materials. Students engage in problem solving and real-life context to apply new learning.

Teams and teachers will utilise resources that will enable them to target learning to meet the needs of students at different stages of development.

### **EVALUATION:**

Regular monitoring of students will be conducted, these may include student conferences, exit tickets, annotation of work samples, and rubrics to support teacher's judgements, triangulation of data and moderation within the PLT. Individual Educational Programs (IEP's) will be used to support and extend students particularly in Literacy and Numeracy.

Teachers will refer to the BPC Assessment Schedule for specific year level details. The Assessment and Reporting Policy should be read in conjunction with this policy. Monitoring of student data will enable teachers and leaders to monitor growth over time and support them to identify suitable interventions they may be required at either an individual, cohort or team level. Comparisons with available State-wide data such as NAPLAN (years 3, 5, 7 and 9) will further enhance monitoring of student growth and triangulation of data.

Evaluation of the programs will be based on student engagement and performance according to progression points detailed in the Victorian Curriculum 2.0 and in line with the school's assessment and reporting policy.

This policy will be reviewed as part of the school's three-year review cycle.