

Learning & Teaching Policy

Rationale

Student learning is directly proportional to the impact of teaching they experience. Students who are deaf and hard of hearing frequently enter primary school with a gap in ability and require more time being taught explicitly, things hearing children will acquire implicitly. As such, it is vital that the precious time Teachers of the Deaf spend with students utilises current evidenced-based pedagogical knowledge and is measured for having impact.

Aims

The aim of this policy draws upon the power of the Visible Learning research and underpins evidenced-based methodology in Deaf Education.

For Leaders: Enhanced visibility into school performance and improved decision making based on evidence.

For Teachers: Inspired and passionate teaching based on a clear understanding of what works best for raising student achievement.

For Students: Increased attendance, engagement, retention, progress, and achievement.

Implementation

- The four-year review and School Improvement Plan will provide a model for whole school improvement.
- Provide and outline a whole school pedagogical approach and framework, which is documented in the Annual Action Plans (AAP) and intended to operate across all campuses.
- Offer Research Lead and Impact Coach positions of leadership (POL) to support individual teachers and cross-campus PLC groups in identifying the learning levels of students and select appropriate impactful pedagogy
- Develop a professional learning focus each term to be implemented at campus and PLC groups in alignment with Hattie's 10 Mindframes for Learning.
- Ensure documented units of work focus on both the individual needs of the students as well as the needs of the school program.
- Teachers of the Deaf will work with teachers of partner schools, organisations and members of the wider community where appropriate to improve learning opportunities for St Mary's students.
- Teachers will set challenging yet achievable goals with individual students through PSG meetings, ensuring each student experiences success.
- Monitor and record individual progress toward the meeting of set goals in a continuous cycle.
- Monitor and evaluate the attainment and progress of each student and use this information to set new goals and Learning Intentions.
- Individual and cohort student achievement data to be regularly reviewed as part of weekly PLC meetings through a Cycle of Inquiry.
- Teachers will opt-in to the Impact Coach cycle to work towards change and improvement in one of the 10 Mindframes areas.
- Hattie's Impact Cycle will inform the Annual Review Meeting (ARM) with the Principal. This meeting

will also provide an opportunity to set new professional learning goals with each teacher for the following year that align with the school's learning and teaching priorities.

- Students will be empowered to make their own decisions and exercise their voice as they can see and map their own progress. They know what success looks like.
- Parents will be kept well informed of their child's progress through continuous reporting using SIMON (LMS) and will be invited to be active participants in their child's learning through termly PSG meetings.

Evaluation

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

Related Documents:

SMC Curriculum Overview

Expanded Curriculum for Deaf and Hard of Hearing Students

Horizons of Hope Framework

Hattie's Visible Learning Plus

Assessment and Reporting Policy

| Status of Document | |
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| Written by: Principal | 12 February 2020 |
| Approved by: College Board | |
| Post Implementation Review: Principal | 19 February 2021 |