



TEACHING LEARNING FRAMEWORK

Eastside Lutheran College

Preamble

Eastside Lutheran College provides members of the community with opportunities for a formal education in which the gospel of Jesus Christ informs all learning and teaching, all human relationships, and all activities in the College. The College deliberately and intentionally bears Christian witness to students, parents, friends, and all who make up the community of the College.

Within this context, Eastside Lutheran College adheres to all Federal and State mandated requirements and acts. This means that the College seeks to understand and implement such principles and establish Frameworks that reflects this undertaking. The College regularly reviews and updates these Frameworks to ensure it remains current in accordance with changes and initiatives in state and national education.

All Frameworks also take into account the Lutheran Education Australia's Framework for Lutheran Schools and are an expression of the Mission Statement of the College, in action. All that occurs at the College is measured through the following focusing statements:

Vision

“to lovingly support a thriving, caring community of lifelong learners, each one a special child of God.”

Mission

We exist to provide a caring, stimulating and safe environment, where students are challenged through high quality educational programs and practices to strive towards personal, social and academic excellence. Staff, parents, students, the church and the wider community actively collaborate to provide an environment where all can strive to reach their full potential under God.

Purpose

The Teaching and Learning Framework provides the structure around which the College builds subject specific and interdisciplinary Frameworks and associated programs. These Frameworks and programs articulate the learning and associated pedagogy, assessment and reporting that is required to be implemented by teachers for the optimal learning of students at the College in Years K – 12.

Context

Eastside Lutheran College is a College of Lutheran Education Australia. Over 40,000 students receive their education in Lutheran schools throughout Australia. They are located in every state and territory apart from the ACT. God's word, as revealed in the Bible, is the authority for living and learning in each Lutheran school. Its central message is that of the gospel, the good news that our acceptance by God does not depend on our own worth or achievements but on his unconditional commitment to us as evidenced in the life and death of Jesus. Lutherans believe that through the process of Christian schooling God's Spirit is active in the lives of the community leading children and families to know and trust God.

In a Lutheran school, each student is seen as a unique person created by God. He made them and loves them and provides each of them with dignity and worth. All of them have their own talents and needs as well as the potential to live useful and fulfilled lives in the world.

Lutherans believe that all positive knowledge and learning is a great gift of God for the growth and welfare of human beings. Each school considers it important to develop a spirit of service in its students so that in their lives, studies, relationships, ambitions, values and attitudes they reflect a commitment to living useful lives for the good of others.

Eastside Lutheran College has the distinction of being the only Lutheran school in Tasmania. Since 2014 the College has witnessed unprecedented growth and is the fastest growing school in the Australian Lutheran education system. The College sees its prime role as providing quality education to all who seek to be part of the College community.

Currently in 2020 the College has 365 students from F-10. The ICEAS score of the College (938) indicates the low socioeconomic standing of the College. The students of the College

come from a wide area and have diverse needs. Over half of the student population have a special need requiring either an Individual Education Plan or a Learning Plan.

These student needs can be broadly categorized into students whose primary need is:

- Autism Spectrum
- Trauma
- Living in out of home care arrangements
- Low IQ with associate low working memory
- Anxiety and past school refusal
- Speech Language and Auditory Processing disorders
- Other disabilities such as SOTO Syndrome, Down Syndrome, Agenesis of the Corpus Callosum, Cystic Fibrosis, Cerebral Palsy and Dyslexia
- Giftedness

Small class sizes and Christian philosophy provide a safe environment for all students to learn and a small highly dedicated team work together to contribute toward positive outcomes for students through a carefully planned and flexible curriculum which caters for individual learning needs.

The Teaching Learning Framework

The Teaching and Learning Framework of the College is developed to take account of the overarching goals of the Melbourne Declaration on Educational Goals for Young Australians (2008), the Australian Curriculum and other mandated National and Tasmanian legislative requirements. The Curriculum is also underpinned by the LEA Framework for Lutheran Schools and the Lifelong Qualities for Learners. The Teaching Learning Framework explains and defines the College's approach to enacting the Australian Curriculum within the different phases of learning [Early (K-2), Primary (3-6) and Secondary (7-12)] as well as the standards for teachers employed at the College. These standards reflect the ASTL and are core to the College's Teacher Appraisal (see staff Appraisal Framework).

The delivery of teaching and learning at the College is based upon the Core Learning Areas of: - English, Mathematics, Science, Humanities and Social Sciences (History, Geography, Civics and Citizenship, Business and Economics), Language Education, Health and Physical Education, Information and Communication Technology and The Arts. In addition to these Learning Areas the Christian Studies Curriculum of Lutheran Education Australia is included in the College's teaching and learning programs.

Guiding Principles

At the College, the Lutheran Education Australia Life Long Qualities serve as overarching dispositions, skills and attitudes through which teachers of the College seek to develop students who are (and serve their communities) by being:

Self-directed, insightful investigators and learners, who:

- Initiate, set goals and take responsibility for their own learning
- Identify and develop effective ways to learn and build skills
- Identify and fully examine assumptions and evidence
- Frame questions that guide exploration of issues and help form deeper understandings
- Systematically examine and analyse, using appropriate resources and strategies
- Reflect on and assimilate their experiences to continue learning and growing

Discerning, resourceful problem solvers and implementers, who:

- Identify and define issues that affect the quality of life in local / global communities
- Locate and use a wide range of information, tools and resources to thoroughly analyse the factors and their interrelatedness
- Frame complex questions that look beyond conventional approaches
- Critically examine the evidence for validity and relevance to make meaning and develop feasible alternatives
- Evaluate alternatives for consequences and implications – ethical, social, economic, political and environmental
- Translate the solutions into designs and proposals for action and find alternative strategies for achieving plans of action

Adept, creative producers and contributors, who:

- Generate ideas, products and services which meet or exceed agreed upon standards of excellence and have value for others
- Locate and use available resources ethically to create constructive courses of action
- Engage in productive activities in a highly skilled and imaginative way
- Give of their time and talents to undertake activities and projects which benefit others and improve the quality of life in their communities

Open, responsive communicators and facilitators, who:

- Foster a respectful, inclusive atmosphere in which people can communicate confidently and with trust
- Solicit and consider information and opinions from all stakeholders to form a deeper understanding of issues and possibilities

- Seek clarification of the facts / points of view offered and help make it possible for all points of view to be understood
- Use a variety of communication skills and forms to process and share information in ways that clearly convey its substance and intent
- Manage and organise the exchange of information and ideas among individuals and groups to achieve desired outcomes
- Encourage and support others in seeking and achieving agreement on a course of action

Principled, resilient leaders and collaborators, who:

- Identify and examine key issues or conditions that affect the quality of life in their local and global communities
- Engage others in tackling these issues or conditions and proposing ways to improve them
- Invite and use the experience and expertise of all participants in identifying and deploying strategies and resources to tackle these things in ways that safeguard the rights and welfare of all participants
- Develop ethical ways to continue moving forward in the face of challenges and obstacles to these initiatives
- Persevere and overcome challenges in carrying through actions

Caring, steadfast supporters and advocates who:

- Identify and examine issues and conditions influencing their own and their neighbours health and well-being
- Treat themselves and others with consideration, respecting differences in viewpoints, values and beliefs
- Work in partnership with others to formulate common goals and ways of working together interdependently
- Guide, inspire and counsel others to create, develop and realize their own vision
- Defend and promote what is worthy, even in the face of criticism and adversity and interact intuitively and sensitively to the feelings, needs and circumstances of others

The teaching and learning programs also promotes the characteristics of God through the explicit teaching of core values as articulated in the LEA Vision for Learners in Lutheran Schools; *love, justice, compassion, forgiveness, service, humility, courage, hope, quality and appreciation (see a Vision for Lutheran Education).*

Cross Curriculum Priorities

The Cross Curriculum Priorities in the Australian Curriculum are integrated throughout the Curriculum of the College. They are expanded upon in each of the subject frameworks. Each priority is also explicitly addressed by specific initiatives undertaken at the College.

Aboriginal and Torres Strait Islander Histories and Cultures

The College is committed to raising awareness of indigenous culture and identity. Currently there are 24 Indigenous students enrolled at the College. When liaising and communicating or working with Indigenous families at the College, staff are expected to follow a general protocol that demonstrates sensitivity to Indigenous culture and beliefs.

This protocol includes;

- respecting indigenous people as the traditional owners of their land
- refraining from naming the deceased
- using correct welcoming address for individual people (Aunty, Uncle etc).

Teachers are also expected to design culturally sensitive teaching and learning programs that incorporate the knowledge, skills and understandings as set out in the Australian Curriculum and organized by Country and Place, Culture and People. Specific programs are also in place to link the local indigenous community with the College.

Asia and Australia's Engagement with Asia

The Asia and Australia's engagement with Asia priority provides a regional context for learning in all areas of the curriculum. At the College, the teaching of this provides an understanding of Asia and promotes the capacity of students to be active and informed world citizens. This education aims to develop knowledge, skills and understanding about the histories, geographies, cultures, arts, literatures and languages of the diverse countries of the Asian region and foster social inclusion in the College and wider community.

Sustainability

Sustainability addresses the ongoing capacity of Earth to maintain all life. Education for sustainability at the College aims to develop the knowledge, skills and values necessary for students to act in ways that contribute to more sustainable patterns of living. It is futures-oriented, focused on protecting environments and creating a more ecologically and socially just world and recognizes the relevance and interdependence of environmental, social, cultural and economic considerations.

Since 2013 the College has been involved in a Land Care initiative in which the students participate regularly in caring for the unique bushland environment of the College. The College is blessed to be situated in a unique environment. The heathy woodlands of the College have an exceptional diversity of flora and fauna with over 200 varieties of native plants in a concentrated area. This area also provides haven to some unique native animals including the swift parrot and hairy nosed wombat.

Ongoing Land care activities have focused on the gradual eradication of specific weeds, in particular, bone seed and Spanish heath and particular care of the native animals in the area. A small group of dedicated students participated in weekly activities and the whole College is involved in a dedicated Land Care day each term.

The College also has a community garden that the Primary School and local community maintain and which supplies fresh organic vegetable to the College community.

General Capabilities

At the College students are provided with opportunities to develop capabilities over time and across learning areas. Whilst the General Capabilities Learning Continuum map common paths for general capability development it is recognised that each student's pace of development may be influenced by factors such as their prior experience, sense of self in the world and cognitive capacity.

The General Capabilities have a strong articulation with the Lutheran Values and Life Long Qualities and are embedded synonymously throughout the curriculum and daily life at the College. In 2017 a major initiative is for all staff to become familiar in the use of the General Capabilities to map student progress and the use of the continuum for determining goals and measuring progress for students with special needs.

Literacy

Literacy includes reading and viewing, writing and shaping, speaking and listening, often in combination in multimodal texts within a range of contexts. At the College, teachers plan for optimal literacy development by embedding and focusing upon literacy in all LA. This occurs within a relevant, authentic learning context and provides learning experiences that develop literacy skills through the context of the LA and provides for regular monitoring and assessment of literacy development. A whole subject overview of genres to be experienced throughout K-10 is provided to assist teachers in this area.

Numeracy

Numeracy includes the practices and dispositions that accurately, efficiently and appropriately meet the demands of everyday situations involving number, space, patterns, measurement and chance and data. Numeracy skills are developed across all LA as students solve problems by applying mathematical concepts and techniques.

Teachers are expected to create teaching and learning programs that provide for deep learning of Mathematic content, knowledge and skills for all students and to foreground Numeracy in the teaching of all LA.

Information Communication Technologies

The College aims to develop digitally literate individuals who demonstrate Christian values and qualities through the moral and ethical use of digital technologies. At the College, teachers are expected to be competent users of ICT and to constantly model the integration and integral use of ICT in the classroom.

The College provides ongoing professional development in the skills required to use ICT and in the application of specific programs in an educational setting. Teachers of the College are also expected to peer teach and collaborate both informally and formally to share information and ideas about ICT and ICT use for student learning.

In all year levels teachers are expected to ensure that student and teacher ICT use in the classroom is another tool to enhance and deepen core learning in all LA. ICT use is also explicitly taught in all Year levels at the College through stand-alone ICT lessons and Year 9 and 10 STEM modules.

Beyond the classroom, ICT supports and enhances all activities of the College. These include efficient management and use of data, and effective communication and partnerships both within the College, and between the College's staff, students, their families and the wider community.

Personal and Social Capabilities

Due to the high number of students in the College with Autism, Sensory Processing Disorder and students with Trauma related issues, teachers at the College are particularly well informed and are involved in regular professional development about working with and teaching **all** students to be aware of self and others and to manage their emotions and responses to others. Teaching programs at the College enable students to develop the elements of the Personal and Social Capabilities of the Australian Curriculum and for

students to be able to be aware of and manage themselves and their social environment and make moral and ethical decision. This means students at the College should:

- communicate effectively
- work collaboratively
- make decisions
- negotiate and resolve conflict
- develop leadership skills

The Social Skills and resilience programs as well as classroom activities at the College integrate and explicitly teach:

Self-awareness

This element involves students developing an awareness of their own emotional states, needs and perspectives.

Students identify and describe the factors that influence their emotional responses. They develop a realistic sense of their personal abilities, qualities and strengths through knowing what they are feeling in the moment, and having a realistic assessment of their own abilities and a well-grounded sense of self-knowledge and self-confidence.

Students reflect on and evaluate their learning, identify personal characteristics that contribute to or limit their effectiveness and learn from successes or failures.

Self-management

This element involves students developing the metacognitive skill of learning when and how to use particular strategies to manage themselves in a range of situations.

Students effectively regulate, manage and monitor their own emotional responses, and persist in completing tasks and overcoming obstacles. They develop organisational skills and identify the resources needed to achieve goals. Students develop the skills to work independently and to show initiative, learn to be conscientious, delay gratification and persevere in the face of setbacks and frustrations.

Social awareness

This element involves students recognising others' feelings and knowing how and when to assist others. Students learn to show respect for and understand others' perspectives, emotional states and needs. They learn to participate in positive, safe and respectful relationships, defining and accepting individual and group roles and responsibilities. Students gain an understanding of the role of advocacy in contemporary society and build their capacity to critique societal constructs and forms of discrimination, such as racism and sexism.

Social management

This element involves students interacting effectively and respectfully with a range of adults and peers. Students learn to negotiate and communicate effectively with others, work in teams, positively contribute to groups and collaboratively make decisions, resolve conflict and reach positive outcomes. They develop the ability to initiate and manage successful personal relationships, and participate in a range of social and communal activities. Social management involves building skills associated with leadership, such as mentoring and role modelling.

Ethical Understanding

The Ethical Understanding Capability provides a context for learning in all areas of the curriculum. In developing and acting with ethical understanding, students:

- examine values
- explore rights and responsibilities
- consider points of view

Teachers at the College are expected to plan for age appropriate issues and to use 'teachable moments' to discuss and debate ethical responses. Some subjects such as Science, History and Christian Studies are particularly ideal for the foregrounding of ethical understanding and teachers planning and teaching reflect some or all the elements. In Years 9 and 10 students have the option of electing to take the modules *Philosophy and Ethics* each term.

The elements foregrounded in these activities encompass:

Understanding ethical concepts and issues

This element involves students developing an understanding of ethical concepts and issues. Students learn to recognise ethical concepts and explore ethical issues in context. They identify, examine and give examples of ethical concepts. They discuss, analyse and explore dimensions of ethical concepts in context.

Reasoning in decision-making and actions

This element involves students reasoning when making decisions and acting ethically. Students consider the consequences of and reflect on ethical action. They analyse the reasoning behind stances when making ethical decisions and evaluate the intended and unintended consequences of actions in an increasing range of scenarios. Students articulate understandings of a range of ethical responses in social contexts.

Exploring values, rights and responsibilities

This element involves students identifying and examining values and exploring rights and responsibilities of individuals and groups in a range of contexts and practices.

Students use instances of expressed values to explain social interactions and to determine rights and responsibilities in social and legal domains. They recognise and interpret points of view in ethical contexts.

Intercultural Understanding

Due to the largely homogenous nature of the Tasmanian population (predominantly white Anglo-Saxon heritage) it is particularly important that students are exposed to and develop a respect and understanding of different cultures as well as understand their own histories and cultural background. The influx of Sudanese refugees to Tasmania in recent years also provides a rich context from which students can derive empathetic understanding of a different culture and be exposed to issues of human rights. The College has 24 indigenous students enrolled at the College and close links with the local elders and indigenous programs are in place.

As a Christian school, it is very important that students of the College acquire a strong understanding of other faiths and religions and develop an attitude of service, tolerance and love of **all** humankind.

In classroom programs, it is expected that students are provided with opportunities to investigate culture and cultural identity, explore and compare cultural knowledge, beliefs and practices and develop respect for cultural diversity. In doing so the students should:

Recognise culture and developing respect

This Capability involves students identifying, observing, describing and analysing increasingly sophisticated characteristics of their own cultural identities and those of others. Students move from their known worlds to explore new ideas and experiences related to specific cultural groups through opportunities provided in the learning areas.

They compare their own knowledge and experiences with those of others, learning to recognise commonalities, acknowledging differences between their lives and recognising the need to engage in critical reflection about such differences, seeking to understand them. Students recognise and appreciate differences between people and respect another person's point of view and their human rights.

Interact and empathise with others

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This element involves students developing the skills to relate to and move between cultures through engaging with different cultural groups, giving an experiential dimension to intercultural learning in contexts that may be face-to-face, virtual or vicarious.

Students think about familiar concepts in new ways. This encourages flexibility, adaptability and a willingness to try new cultural experiences. Empathy assists students to develop a sense of solidarity with others through imagining the perspectives and experiences of others as if they were their own. Empathy involves imagining what it might be like to 'walk in another's shoes' and identifying with others' feelings, situations and motivations.

Reflect on intercultural experiences and take responsibility

This element involves students developing the capacity to process or reflect on the meaning of experience as an essential element in intercultural learning.

Students use reflection to better understand the actions of individuals and groups in specific situations and how these are shaped by culture. They are encouraged to reflect on their own behaviours and responses to intercultural encounters and to identify cultural influences that may have contributed to these.

Students learn to 'stand between cultures', reconcile differing cultural values and perspectives and take responsibility for their own behaviours and their interactions with others within and across cultures.

Critical and Creative Thinking

This Capability involves students developing their capacity for critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking involves students thinking broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.

The elements of Critical and Creative Thinking are not a taxonomy of thinking, rather each makes its own contribution to learning and needs to be explicitly and simultaneously developed. The College's emphasis upon authentic assessment and life like, open ended tasks provides an across the curriculum opportunity for students to:

Inquire, identify, explore and organise information and ideas

This element involves students developing inquiry skills.

Students pose questions and identify and clarify information and ideas, and then organise and process information. They use questioning to investigate and analyse ideas and issues, make sense of and assess information and ideas, and collect, compare and evaluate information from a range of sources.

Generate ideas, possibilities and actions

This element involves students creating ideas and actions, and considering and expanding on known actions and ideas.

Students imagine possibilities and connect ideas through considering alternatives, seeking solutions and putting ideas into action. They explore situations and generate alternatives to guide actions and experiment with and assess options and actions when seeking solutions.

Reflect on thinking and processes

This element involves students reflecting on, adjusting and explaining their thinking and identifying the thinking behind choices, strategies and actions taken.

Students think about thinking (metacognition), reflect on actions and processes, and transfer knowledge into new contexts to create alternatives or open up possibilities. They apply knowledge gained in one context to clarify another.

Analyse, synthesise and evaluate reasoning and results

This element involves students analysing, synthesising and evaluating the reasoning and procedures used to find solutions, evaluate and justify results or inform courses of action.

Students identify, consider and assess the logic and reasoning behind choices. They differentiate components of decisions made and actions taken and assess ideas, methods and outcomes against criteria.

Beliefs About Learners and Learning

Early Years (K-2)

The College's approach to curriculum in the early years, beginning from Kindergarten, is guided by the Early Years Framework and places importance on children's development through learning using all five senses. Students are viewed as capable learners, who are able to contribute meaningfully to their own learning through choice-making, decision-making and investigative learning experiences.

A major focus for teachers in the early years is to engage students in learning how to learn through a range of meaningful learning experiences. Fundamental to the Early Childhood Framework is a view of children's lives as characterised by *belonging*, *being* and *becoming*.

Belonging

Experiencing *belonging* – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood and a wider community. *Belonging* acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships

are crucial to a sense of *belonging*. *Belonging* is central to *being* and *becoming* in that it shapes who children are and who they can become.

Being

Being recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present.

Becoming

Children's identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. *Becoming* reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society.

Learning experiences within this framework include experiential, play based and explicit skills based teaching/ learning episodes.

The best pedagogy practices in the early years include:

- involving children in learning physically, socially, emotionally and intellectually;
- assessment that monitors and helps extend student learning;
- establishing and fostering positive and meaningful school-family partnerships;
- encouraging development of Life Long Qualities and General Capabilities through promoting effective learning habits such as cooperation, respect for self and others, inquisitiveness, perseverance and independence.

Primary (Years 2/3 - 6)

The transition from early years to Primary takes place gradually over time, up until Year 2. The teaching and learning within the College during these years reflects an understanding of child development and the need to provide students with a progressively broader range of inquiry based experiences over the span of the Primary Years. A major focus in these years is to engage students in experiences that develop their meta-cognitive abilities. Students in this phase of learning are typically 'concrete learners' and as such require experiences that are 'hands on' and related to their world. The best pedagogical practices in this phase include;

- use of concrete materials
- experiential activities
- inquiry focus
- provision of a wide variety of real world and life like contexts

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- authentic assessment
- explicit instruction
- provision of a balanced range of learning experiences (aural, kinesthetic and verbal, group, individual)

The Secondary Phase of Learning (Years 7 - 12)

The Secondary Phase of Learning is a time when students begin to experience the greatest physical, emotional, intellectual and social changes in their lives. The nature of the middle phase learner encompasses:

- thinking about broader issues beyond home and community
- engaging with diverse cultures and technologies
- competent handling of new media and multi-modal forms of communicating
- beginning to think abstractly about important ideas (concrete to abstract)
- wanting to engage in authentic learning
- seeking meaning in their lives at school and beyond
- questioning individual identity and beliefs – their place in the world
- progressively peer-oriented social networks
- orientation toward an egocentric view point

The College's approach to teaching and learning in the Secondary Phase of Learning recognizes the importance of the particular needs of students in this phase of learning and aims to provide relevant, real life and challenging contexts for learning. A Work Studies Program and a Transition Program in which students' strengths and interests are identified and aligned with future learning are in place.

Catering for Diversity

All children have God given abilities and teachers at the College are accountable for and have a professional responsibility to provide an environment in which all students have the opportunity to reach their full potential and become active members of society. Eastside Lutheran College is committed to providing **equity** in education for **all** students. This means that all students are treated differently depending upon their needs so they can access the curriculum.

Some students, because of their learning difficulties and/or disabilities, are not able to use strategies that help them achieve independently and positively as learners. Other students can also be considered as 'gifted' or have special abilities and talents. These special abilities can be broad ranging and may impact on the student's application to a few or all areas of the teaching and learning program.

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Many of these students need in-class intervention to either learn specific skills or to be provided with extension and lateral expansion of the teaching and learning program. These students are identified and specific learning is designed for them through a Learning Plan or Individual Education Plan. These plans are cooperatively planned by the Learning Enrichment Teacher, the Class Teacher/s, Teacher Aide/s and Parents/Caregivers/Care Agencies. It is expected that the needs of these students will usually be met through in-class scaffolding and modification, adjustment and differentiation of the class teaching and learning programs. This is an expected, ongoing and integral part of effective classroom teaching practice and is core to the classroom teaching and learning process.

Differentiation of the teaching and learning program at each year level, to cater for the needs of all students, is the responsibility of the classroom teacher and all differentiation and modification is recorded on the class planning documents. Students are referred for Learning Enrichment and specific programs when they present with a significant need, which cannot be managed solely through in-class differentiation. The College Learning Enrichment Framework clearly sets out the Colleges' process and procedures relating to supporting students with special needs.

Teaching and Learning

At the College, numeracy and literacy are foregrounded and seen as the vital building blocks for other subjects. To provide appropriately for the diverse range of learners in the College, Literacy and Numeracy is taught through small group (15 students) ability grouped lessons from K-10. While Years 11 and 12 students are encouraged to undertake a range of TASC accredited courses and Vocational and Educational Training opportunities.

The content, knowledge and skills included in the teaching and learning programs of the College incorporate:

- the Australian F – 10 syllabi
- the Australian Early Years Framework
- the LEA Christian Studies Framework
- LEA and school derived values
- TASC course standards

To provide for quality teaching and learning, the College:

- adheres to the ATSL standards for teachers (see Teacher Appraisal Framework)

- makes provision for staff to access appropriate professional development each year.
- has developed school based Frameworks and teaching and learning programs that address each of the Learning Areas
- draws on current best pedagogical practice for teaching and learning in all phases of student learning (see Visible Learning Initiative)
- utilizes authentic assessment practices and procedures, including specifically developed task criteria, which enable accountability through consistency of teacher judgment processes and procedures.
- uses continuums of learning to assess at periodic junctures of learning [(e.g. Australian Curriculum General Capabilities Continuums)].
- provides for systematic and consistent monitoring of student learning and reporting progress of individuals to parents through written reports (twice a year) and parents-teacher meetings.
- has a current strategic plan for curriculum development.

The classroom teaching and learning programs at the College are planned from the following Curriculum Frameworks:

- ELC Early Years Framework
- ELC English Framework
- ELC Mathematics Framework
- ELC Science Framework
- ELC Humanities and Social Sciences Framework
- ELC Christian Studies Framework
- ELC Arts Framework
- ELC Languages Framework
- ELC Health and Physical Education Program
- ELC Work Studies Program (Years 9 and 10)
- ELC Technologies Framework
- ELC Assessment and Reporting Framework
- ELC Learning Enrichment Framework
- ELC Year 9/10 modules (Business, Philosophy, Art, Drama, STEM, Japanese, Life-skills, Outdoor Education, Creative Writing.
- TASC accredited courses
- VET accredited courses

Specialist teachers are employed to plan and implement the LAs of Language Education, Health and Physical Education (including Outdoor Education), Music, Work Studies, Technologies, ICT, Art and Drama. A Learning Enrichment coordinator supports the Learning Enrichment teachers, classroom teachers and aides in catering for the special needs of students of the College.

Approach to Teaching and Learning

At the College, there is an ongoing focus on the Australian Teacher Professional Standards. The seven Standards are core to the professional development for all teachers at the College. It is expected that teachers will work towards being a highly accomplished teacher within the three domains of teaching; professional knowledge, professional practice and professional engagement. Teachers' demonstration of the Standards will occur within their specific teaching context at their stage of expertise and reflect the learning requirements of the students they teach.

Domains of teaching	Standards
Standard 1:	1. Know students and how they learn
Standard 2:	2. Know the content and how to teach it
Standard 3:	3. Plan for and implement effective teaching and learning
Standard 4:	4. Create and maintain supportive and safe learning environments
Standard 5:	5. Assess, provide feedback and report on student learning
Standard 6:	6. Engage in professional learning
Standard 7:	7. Engage professionally with colleagues, parents/carers and the community

Professional Development

In 2017 the whole College foci of Professional Development include:

- The Visible Learning Initiative: 3 years of intensive whole school professional development incorporating the work of Dr. John Hattie and delivered by the Corwin Group
- The Mind Matters Program: all teachers to complete the Mind Matters program.
- Trauma Training: All teachers to be trained in the Mental Health First Aid Program over a 3 year period

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- All teachers will be involved in professional developing in unpacking the General Capabilities and utilizing them as progression points for learners (particularly for Learning Enrichment)

Curriculum Organization and Delivery

The approach to organization and delivery of teaching and learning at the College is characterized by:

- integration of Christian teaching in all facets of school life
- the Lutheran Core Values and Lifelong Qualities for Learners embedded across the curriculum
- adherence to the Australian Curriculum in all LAs
- implementation of General Capabilities across the curriculum
- foregrounding of the Cross-Curriculum Priorities
- a combination of year level, cross class, ability and mixed ability groupings
- co-operative teaching and planning
- strong pastoral care for staff, students and school families
- teacher developed combinations of stand-alone, integrated and interdisciplinary core learnings delivered through an inquiry focus
- a strong assessment culture with aligned curriculum, assessment and reporting
- inclusive practices in regards to staff, students and school community
- recognition of diversity in regards to staff, students and school community
- high behaviour and learning expectations for all students
- a shared understanding and beliefs about teaching and learning practices
- on-going review and reflection of pedagogy.

Teaching Practice

The classroom teacher is responsible for the design and implementation of a quality education program that meets the needs of individuals in their class. In addition to Learning and Teaching Plans, teachers have a current Timetable, and Daily Work Plan (Teachers' Diary/Day Book) to ensure documented coverage of curriculum requirements and continuity of learning activities.

Planning, Assessment and Reporting

Planning

Teachers are required to develop comprehensive teaching and learning programs or plans for each term. The College Curriculum Frameworks provide outlines to assist teachers in

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their programming and planning. A teaching and learning plan or program must include each of the following essential elements:

- Context/s for learning
- Time Allocation and Year level
- A description of the Australian curriculum LA, strands and content to be focused upon
- The concepts, content, knowledge, skills, and lifelong qualities including the general capabilities focused upon within the LA/s
- Fore-grounded Life Long Learning Qualities, Values and General Capabilities
- Multiple opportunities for assessment (formative and summative) with all assessment clearly linked to the Australian curriculum
- A series of learning experiences that include explicit skills based and inquiry based learning episodes
- Documented modifications for all students with identified learning difficulties and disabilities
- Key resources.

Time Frame

Teachers at the College are expected to organize their timetable to adhere to the indicative times (at least) for each LA as prescribed.

In the Early Years and Primary setting this time allocation is considered in the context of a curriculum that is delivered with a focus on Literacy and Numeracy across the LA and the interdisciplinary learning that occurs in this setting. Through this mode of delivery, time requirements for English and Mathematics are set, however, time requirements for other LA are considered to be met at the same time through activities that incorporate a number of LA strands or strands of the same LA. Teachers may choose to focus on particular interdisciplinary studies across LA or stands in a term and allocation of time will be considered over the span of the primary school year rather than a daily, weekly or term time frame.

In the Secondary School (Yrs7-10) setting the year level timetable allocates times for subject areas over the school year period. While in Years 11 and 12, time allocation is derived from the TASC course allocations with courses being allocated 150 hours, 100 hours or 50 hours depending on the level of complexity of the courses.

Indicative Times

The College allocates the following hours for the listed Curriculum learning areas/subjects (Table 1) to all students in each year of schooling from Foundation to Year 10:

Table 1

	Year F	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
	(40 weeks)										
English	280	280	280	280	240	240	240	200	200	200	200
Mathematics	200	200	200	200	200	200	200	200	200	200	200
Science	40	40	40	70	70	70	70	120	120	120	120
History	40	40	40	40	40	40	40	54	54	54	54
Geography								26	26	26	26
Economics						20	20	20	20	46	43
Civics & Citizenship				20	20	20	20	20	20	20	19
Arts	40	40	40	50	50	50	50	80	80	74	70
LOTE (Japanese)	50	50	50	50	50	50	50	80	80	80	70
HPE	80	80	80	80	80	80	80	80	80	80	76
Christian Studies	40	40	40	40	40	40	40	40	40	40	40

Expectations for Timetables

A weekly class timetable is developed and used to: -

- ensure a balance of time for all Learning Areas.
- allow best use of available time.
- ensure a variety of experiences linked to the students' concentration, learning styles and developmental levels.
- add variety and interest to the college day.

- promote an orderly environment in the classroom and College
- include the timetabling of specialist lessons (with flexible inclusion of special events).

Expectations for the Daily Work Program

The Daily Plan combines the timetable and the term Teaching and Learning plans to give details for the day's teaching activities. It is a day to day working document that:

- clearly identifies the tasks and their purpose
- helps with organization (resources, page references etc.)
- serves as a reliable record of work completed
- assists detailed planning for the following days

Supervision and Accountability of Curriculum Delivery

Class Timetables are finalized by the end of the first week of the College year and copies provided to each teacher and clearly displayed in the staffroom.

All teaching and learning plans and programs for the current term are electronically submitted to the Curriculum Coordinator by Week 4 of that term. Feedback is provided to teachers and further discussions with key staff may occur. Copies of all programs and plans are kept on file electronically on the College Shared Drive.

Throughout the year meetings occur between teachers, Curriculum Coordinator and the Director of Learning to consider teaching practices, student needs, resources, professional development needs and issues related to the classroom teaching and learning program. Classroom visits from the Principal and /or Director of Learning and regular perusal of random samples of students work in different LA from selected year levels occurs throughout the year.

Planning for Student Assessment and Reporting

At the College, teachers plan, teach, assess and report in accordance with current mandated Federal and State requirements and College community expectations. In particular, teacher planning, teaching, assessment and reporting must demonstrate the clear link between the College Teaching and Learning Framework, Whole School Curriculum Frameworks and Scope and Sequences for each Learning Area that are aligned with the Australian Curriculum. Teacher term planning must include a range of assessment strategies and techniques that are constructed to enable accountability through consistency of teacher judgement procedures. Assessment must align with the Australian Curriculum standards and the reporting process and provide comprehensive evidence for accurate reporting to occur.

Assessment

Assessment at the college is authentic and an integral part of the teaching and learning process. The purposes of assessment are to:

- promote, assist and improve student learning;
- inform programs of teaching and learning;
- provide data that can be communicated to a range of people about the progress and achievements of individual students or groups of students.

At the College assessment:

- focuses on student achievement of learning (planned/unplanned);
- provides evidence that student achievements are consistently judged in accordance with prescribed learnings;
- is comprehensive - that is comprise a range of evidence of student achievement;
- provides information on student progress and needs, intervention strategies and allocation of resources;
- inform future programs of teaching and learning;
- provides evidence for audits that check for curriculum consistency;
- is valid and produces reliable results.

This assessment will reflect current assessment practices by:

- reflecting social justice principles;
- accommodating the diverse needs of learners;
- demonstrating sensitivity to issues of gender, disability, culture, background, language, socio-economic status and geographical location;
- reflecting current knowledge of child and adolescent development and learning;
- developing student capacity to self-monitor progress.

At the College *Formative assessment* (assessment for learning) is primarily intended for, and instrumental in, helping a student attain a higher level of achievement.

Diagnostic assessment (assessment for learning) is intended for determining the nature of a student's learning difficulties and then providing the appropriate feedback or intervention (or, alternatively, determining the nature of a student's success and then providing the appropriate extension activities).

Summative assessment (assessment of learning) is designed to indicate the achievement standard attained by a student at the end of a learning program or unit of study. Summative assessment is developed by class teachers and comprehensively assesses the students' level of achievement.

Tracking and Monitoring Student Progress

All teachers have the responsibility to collect and compile comprehensive data about each student. The purpose of this data is to inform, in a snapshot, the teachers of students for the following year. Also included is data from standardized assessment as prescribed by the College Assessment Program. This standardized data is also collected and collated annually to provide critical data for the ongoing improvement of the College Teaching and Learning Programs.

Consistency of Teacher Judgement Procedures

Consistency of Teacher Judgement processes and procedures are utilized at the College as a quality assurance process and to provide accountability to all stakeholders. The College engages in two phases of the consistency of teacher judgement.

These processes are: **Consistency of Planning** and **Consistency of Judgement**.

Consistency of Planning at the College occurs regularly through the use of common planning elements, collaborative planning with colleagues and use of common assessment tasks.

Consistency of Judgement at the College is based on the Expert Listener Model. It is utilized for discussing individual students' work as a way to reach understandings about the appropriateness of the judgements that have been made. This occurs before the writing of student reports.

The College also moderates TASC accredited courses in line with the requirements set out by the TASC standards for providers. This includes attendance of Moderation days and Quality Assurance procedures. Further information on the Moderation process is found in the College Assessment and Moderation Guidelines.

School Reporting

Characteristics of the College's reporting process

In consultation with the College community, the College takes responsibility for planning a whole-school approach to reporting and regularly reviews its practices. Reporting has 2 major functions: - to report on student progress and to report on student achievement through the semester reports.

Report recipients such as parents, caregivers and care agencies have regular and varied opportunities to receive and discuss information about student progress and achievement.

Reporting practices:

- provide for the diverse needs of individuals and groups.
- are grounded in good theory and practice about which reporting style suits a particular purpose

It is a professional expectation that teachers accurately record student progress and achievement in all Learning Areas.

Progress is reported to parents/caregivers/care agencies through Parent/Teacher conferences in Term 1 and 3.

Semester Reporting:

- occurs twice per year through a written format

- is communicated using an A – E scale (k-10)
- is communicated using standards set by TASC (11/12)
- provides for a whole class summary of results for student ranking in quartiles
- communicates information on the student's achievements against the sets of core learnings planned for that reporting period
- for students with disabilities working on Individual Education Plans, communicates information on the student's achievement of goals planned for that reporting period
- indicates if there is insufficient evidence for an assessment to be made.

Results of National Testing in Years 3,5,7,9 are communicated to parents in 4th Term each year.

Formal Parent / Teacher Interviews

Formal whole school Parent / Teacher Interviews are held twice per year. From Year 3 students are included in this interview process. The Parent / Teacher interview involves the teacher sharing with the parents/caregivers/care agencies the students' work with associated criteria and a summary of student achievement within the context of work studied over the term/s since the last report.

Formal Written Student Reports

The written report is a written summary of individual student's achievement in all areas during the reporting period. This is a comprehensive report that includes the results of any summative assessment and any extra curricula involvement by the student over the reporting period. It also provides the parent with a valid indication of student behaviour, attitude and work habits over the designated period.