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www.lcgs.tas.edu.au

P: 03 6336 6000 F: 03 6336 5980 E: senior@lcgs.tas.edu.au
Button Street Mowbray Heights 7248 Tasmania Australia



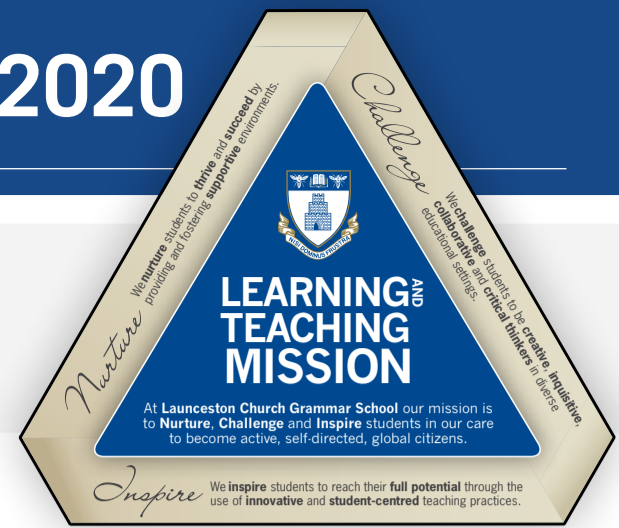
Launceston
Church
Grammar
School



Learning &
Teaching
Strategic Plan
2015 - 2020

Learning & Teaching Strategic Plan 2015-2020

The Professional Educators at Launceston Grammar



Excellent Teaching Is Built Upon:

SUBJECT KNOWLEDGE AND EXPERTISE

RELATIONSHIPS AMONGST MEMBERS OF THE SCHOOL COMMUNITY

PEDAGOGICAL KNOWLEDGE AND EXPERTISE

10 Key Learning Principles:

1 Learning is relevant, authentic and meaningful to them; <i>therefore, opportunities must be provided for students to discover personal meaning in their learning.</i>	6 Learning is built on prior knowledge, skills and capabilities so that the students can continue to make connections that deepen their understanding; <i>therefore, teachers must activate students' prior knowledge. This recognises that learning is layered and cross-curricula.</i>
2 The students are surrounded by a supportive and engaging environment; <i>therefore, students feel safe to take positive risks, and accept that learning can come through failure as well as success.</i>	7 Ongoing and timely feedback is provided; <i>therefore, students and teachers benefit from formative and summative feedback to optimise learning.</i>
3 They are supported by positive teacher student relationships; <i>therefore, students are valued, respected and responsible for their learning.</i>	8 Learning is a social experience that allows for opportunities to consider other perspectives and build on each other's knowledge; <i>therefore, teachers should provide opportunities for interactive learning in a nurturing, challenging and inspiring environment.</i>
4 Teachers provide a range of approaches to accommodate student needs and interests; <i>therefore, teachers will use evaluative techniques to develop different pathways into the learning.</i>	9 Critical thinking experiences and tasks promote more sophisticated understandings; <i>therefore, planning must incorporate a range of higher order thinking approaches and habits of mind, which are then embedded in learning processes.</i>
5 Learning involves organising knowledge and skills around "big ideas or questions" and/or taking a problem solving approach; <i>therefore, students need to be encouraged to explore core ideas and essential questions, and be given the opportunity to use a multitude of problem solving approaches.</i>	10 They transfer and adapt their learning to new situations; <i>therefore, students will be helped to actively apply new information, skills and ideas to challenging, real world tasks.</i>

Learning

As a community of lifelong learners striving for excellence in outcomes and practice, we develop and support creative learners who are deep thinking, collaborative, innovative and resourceful. Understanding by Design has been adopted as our planning strategy to achieve these goals.

This will be seen in:

- tasks that encourage creativity
- collaborative development of learning pathways
- learning experiences that is based on authentic real life experiences

Partnerships

In an increasingly global environment it is essential to foster meaningful relationships within our community. Students will be exposed to local, national and international opportunities that facilitate authentic learning experiences. We recognise learning is built upon solid relationships among students, teachers and families, and the greater community.

This will be seen in:

- positive relationships with and between all involved with the learner
- vibrant communities that are nurtured and flourish
- well being fostered within our community

Environment

The environment is critical to support optimal learning and provides opportunities for students to take positive risks. It is inclusive and flexible to suit the needs of all learners and includes physical, social, emotional and virtual dimensions.

This will be seen in:

- statewide, national and international collaborative programmes
- physical environments that support active learning, both in classroom and outdoors
- integration of rich digital resources
- environments that are responsive to support individual needs

Professional Learning

We recognise the importance of ongoing learning for the continuous improvement of our staff. We believe teaching is a lifelong professional journey not a destination, thus our staff are encouraged and supported to participate in Professional Learning Communities to achieve our goals to optimise learning.

This will be seen in:

- structured school wide plans for professional learning from both internal and external sources
- staff development of their own individualised professional learning plans based on AITSL standards
- encouragement and support of staff to pursue post graduate qualifications and membership of professional associations
- staff participation in action research that builds collective knowledge