PREAMBLE
Central to the activities of a school is Teaching and Learning. Teachers at Parade College should demonstrate positive values and attitudes informed by Gospel values and the special nature of school in the tradition of Edmund Rice. Teachers should strive to develop relationships with students that foster positive attitudes to learning. Good Teaching and Learning enables students to develop an ability to reflect upon their own learning. The importance of the partnership between home and school is understood and teachers should work with parents and colleagues in an open and supportive way to constantly improve the Learning environment of the College.

PRINCIPLES
1. Teachers should engage in critical self-reflection of professional practices to improve the quality of Teaching and Learning and contribute to collegial reflection, sharing and dialogue.
2. Teachers should actively participate in Professional Development activities and programs, and demonstrate a commitment to continuous career learning.
3. Teachers should understand and work within the framework of school/employer policies and regulations and the law.
4. Teachers should have a good understanding of the principles of Teaching and Learning, including different learning styles and the developmental needs of students.
5. Teachers have an obligation to motivate and engage students in their learning while using a range of teaching styles, strategies and technologies appropriate to the learning context.
6. Teachers should use a variety of assessment strategies to provide multiple sources of information about student achievement.
7. Teachers should communicate with parents or guardians, students and colleagues in a professional and constructive way.
8. It is the responsibility of each teacher to undertake professional reading in order to be up to date with the latest educational theories and research.
GUIDELINES
1. Learning tasks need to be structured to provide for individual learning needs, especially in the areas of Numeracy and Literacy, and the diversity of students' backgrounds.

2. Effective classroom management strategies should be used to promote cooperative Learning environments.

3. Assessment and Reporting should be used to inform the further planning of Teaching and Learning.

4. Teachers should work with colleagues to ensure a common interpretation of student Learning outcomes, according to the College's curriculum framework.

5. Teachers should also work with colleagues in small teams to plan and implement new ideas, teaching strategies and applications of Learning technologies that improve learning outcomes for students.

6. Detailed, accurate and informative reports on student performance should be provided to parents.

7. Links with the broader community should be established, where this could improve learning outcomes for students and assist in the development of positive social values.

8. Teachers need to demonstrate a thorough understanding of the educational context including current and emerging system initiatives and the curriculum goals contained in the Mission statement of the College.

IMPLEMENTATION
1. Teachers will work in designated Curriculum Development Groups to design and evaluate courses and update related materials.

3. Teachers will maintain accurate and comprehensive records of student progress and achievement.

4. Teachers will provide ongoing feedback to the students on performance in a way that builds confidence and encourages continued effort.

5. Clear, challenging and achievable expectations for students are to be established by each subject teacher.
6. It is incumbent on all teachers to continually improve their IT skills, and to actively seek out ways to incorporate Information and Communication Technologies (ICTs) into their teaching.

7. When appropriate, tasks and classroom practice should be modified in conjunction with the Educational Support team.

8. Through Professional development opportunities and professional reading, teachers will be assisted to understand how students learn, and how they can implement the Physical, Personal and Social Strand and the Interdisciplinary Strand of the Essential Learning Standards into their classroom teaching.

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