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***The purpose of education is to develop to their fullest potential the powers of each individual to understand, to modify and to enjoy his or her environment, both inner and outer, in its physical, social, moral, aesthetic and spiritual aspects.***

*Alec Peterson (1987)*

### School Vision

Our children and young people will have access to high quality and responsive learning support that will ensure continuity of their education regardless of their health condition.

### School Values

**Inclusion:** We create a responsive and inclusive learning environment for all students facing health challenges.

**Collaboration:** We foster strong collaborations and relationships with our community partners and schools to ensure the best health, education and wellbeing outcomes for students.

**Innovation:** We are innovation focused, promoting new ways for students to learn and connect with their education.

**Advocacy:** We help students navigate their education needs and health conditions by finding them the supports they need.

**Excellence:** We persistently strive for excellence in high-quality education, resources, and support for students.

### Context

Monash Children's Hospital School (MCHS) will serve patients with medical or mental health conditions who are at-risk of disengaging from education, or who are unable to attend their regular school or educational setting. MCHS will deliver education services that wrap around treatment, recovery and reintegration.

### Purpose

To deliver quality, patient-centred education and services that meet the needs of our diverse community. We know we will have achieved our vision when...

- We consistently deliver high quality education
- Our patients' education exceeds their expectations
- Our patients state that they are partners in their education
- Our diverse community reports that we are meeting their needs

*We put our students first*

- We transform systems to deliver outstanding teaching and learning
- Our innovations in research are translated into exemplary education
- We are a flexible organisation that anticipates and drives change
- We support innovative thinking and ideas that enable the achievement of our vision

*We drive innovation & creativity*

- Our partnerships deliver mutual benefits
- Our diverse community tells us that their educational journey is seamless
- Collectively, we are leaders in translational research
- Our staff report that we have exceptional inter-professional teaching and training
- Together with the traditional owners of the land, we close the health/education gap

*We partner strategically for outstanding outcomes*

- Our systems and processes are simple and effective
- We focus on the delivery of high quality services while balancing competing demands
- We use data and evidence to inform and improve our services
- We apply our education resources to what we do best
- We work with our people to ensure we have the capabilities for the future
- We continue to enhance our communication processes

*We lead sustainable teaching and learning*

Our aim at Monash Children's Hospital School is to provide educational support for children and young people who are experiencing a significant health condition. The aim of the school is to provide continuity of learning for the students, equipping them with the academic and life skills in order for them to be responsible citizens in a rapidly changing global world. So as educators we always look for continuous school improvement and challenge ourselves to give to the children the best opportunities in education.

The driving force behind the Monash Children's Hospital School is a deeply held philosophy that every child regardless of circumstances deserves access to quality and exemplary education.

### ***Principles of the Policy:***

At Monash Children's Hospital School we recognise that all students have special skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum. Every student is also entitled to experience a variety of teaching and learning styles and the appropriate level of individual support which will enable them to achieve their full potential. MCHS aims, through successful teaching and learning, to develop the whole person and to enable our students to become lifelong learners and to importantly stay connected with their regular educational provider.

All staff have a responsibility, collectively and individually, to contribute to the delivery of a broad, challenging and appropriate curriculum. In addition, they individually have a responsibility to strive to deliver lessons where the teaching and learning is of the highest quality and where the learning needs of all students are met.

We recognise that continued professional support, coaching and mentorship at whole school, team and individual level is essential to empower staff to deliver effective learning experiences and we hope that this policy will help provide teachers with a framework of guidance to help them deliver educational support of an exemplary level.

At MCHS, our teaching and learning aims to:

- improve student learning outcomes through quality teaching practices and programs
- provide students with optimism and self esteem
- provide opportunities for the student to stay connected with their regular school/educational setting
- develop independent learners who accept responsibility for their own learning
- provide a highly skilled staff who are enthusiastic about teaching and learning
- provide students with an understanding of and respect for diversity

### ***Purpose of the policy is:***

- to ensure high quality teaching and learning experiences for students of all abilities and aptitudes
- to provide a framework for teaching and learning within which there is flexibility and scope for creativity
- to provide coherence of approach and consistency of expectation
- to make explicit the entitlement of all students
- to raise attainment by increasing levels of student motivation, participation and independence
- to promote reflection on, and sharing of, good practice
- to promote an understanding of how learning takes place
- to make explicit a baseline for monitoring and evaluating the teaching and learning that takes place
- to provide practical guidance and clear procedures
- to provide a focus for development
- to inform teachers, students, parents and the wider community about the aims and processes of teaching and learning at MCHS.

## ***Definition of Learning:***

Learning is the acquisition, retention, application and development of skills, knowledge, understanding, values, and wisdom to promote greater understanding and to make evaluations about the world in which we live. Learning can be applied throughout life. It is the goal of education, and the product of experience. Learning is an exercise of constructing personal knowledge that requires the learner to be mentally active rather than passive; interpreting rather than recording information.

## ***What is learning?***

Learning is an active process of taking in information and building knowledge and understanding. This constructivist philosophy is the basis of the contemporary learning where learners are supported in constructing their own understanding by:

- Selecting, interpreting and transforming information; constructing hypotheses; and making decisions
- Using mental models to interpret and organize experience in order to elaborate and extend current understandings, and their overall framework of knowledge.

The following principles for teaching and learning are based on the constructivist view that:

- Learning is the process of constructing knowledge
- Learning is not linear; it involves learners extending, elaborating, reorganizing, reformulating and reflecting upon their own frameworks of knowledge
- Learning involves building on prior knowledge
- Learning is making explicit the implicit conceptions, frameworks and explanatory systems in the minds of learners, which shape how they interpret and what they learn. Learners' conceptions are embedded in their culture and tied to their use of language
- Learning occurs in a context, and the understandings about the context are part of what is learned
- Learning involves learners communicating their questions, intuitions, conjectures, reasons, explanations, judgments and ideas in a variety of forms
- Learning involves developing knowledge, skills and dispositions to think and act in ways which determine individual effort, the setting of personal goals, self-assessment and awareness of the uses (and misuses or abuses) of knowledge
- Learning involves the progression of learners through cycles of growth

## ***As teachers we know that learning will be most effective when:***

- the environment is secure, stable and stimulating
- students' self-esteem is high
- students understand the purpose of the learning and see relevance to their own experience
- students understand the ways in which learning takes place
- the learning builds on prior knowledge and understanding
- success criteria are explicit and models are provided
- the learning is active and collaborative
- student questioning, reflection, and discussion are encouraged
- independent learning and thinking is facilitated and encouraged
- there are opportunities for creativity and utilising different learning styles
- students can self-assess, know what they need to do to improve and are able to set appropriate targets
- students have opportunities to transfer skills, knowledge and understanding to other contexts

## **Access to Learning**

MCHS recognizes that its community reflects diverse skills, backgrounds and cultural needs.

We endeavour to:

- meet the physical, mental and emotional needs of students
- provide support to students with significant health conditions
- provide support to students with identified learning disabilities and giftedness
- determine and respond to the range of learning styles of students
- provide individualised programs of learning
- provide counselling and psychological support – through the expertise of Monash Health practitioners
- link with external institutions, industry and the broader community who may provide support and further learning opportunities, especially from our colleagues from the Department of Education and Training and Monash Health.

## **Principles of Learning & Teaching**

With this in mind, the six Principles of Learning and Teaching (PoLT) developed by DEECD (2005) are still used by MCHS teachers to reflect on their practice and to provide the best learning environment, engagements and opportunities to meet the diverse needs of their students.

### **1. The learning environment is supportive and productive**

The teacher builds positive relationships with, and values, each student. Through teacher modelling and classroom strategies based on cooperation and mutual support, an environment is created where students feel comfortable to pursue inquiries and express themselves. They take responsibility for their learning and are prepared to pursue and try out new ideas. Key components of this principle are:

- The teacher builds positive relationships through knowing and valuing each student
- The teacher promotes a culture of value and respect for individuals and their communities
- Teaching strategies promote students' self-confidence and willingness to take risks with their learning
- Each student experiences success through structured support, the valuing of effort, and recognition of their work

### **2. The learning environment promotes independence, interdependence and self-motivation**

Teachers model practices that build independence and motivate students to work in an autonomous manner. Students are involved in decision making within the teaching setting of the hospital in relation to what and how they learn and are encouraged to take responsibility for their learning. Team building skills are also explicitly taught so that students learn to collaborate, negotiate and contribute to joint assignments and experience the sharing of roles, responsibilities and ownership. Key components of this principle are:

- The teacher encourages and supports students to take responsibility for their learning
- The teacher uses strategies that build skills required for productive collaboration

### **3. Students' needs, backgrounds, perspectives and interests are reflected in the learning program**

A range of strategies is used to monitor and respond to students' different learning needs, health needs, social needs, and cultural perspectives. Students' lives and interests are reflected in the learning sequences. A variety of teaching strategies are used to accommodate the range of abilities and interests, and to encourage diversity and autonomy. Key components of this principle are:

- Teaching strategies are flexible and responsive to the values, needs and interests of individual students
- The teacher utilises a range of teaching strategies that support different ways of thinking and learning
- The teacher builds on students' prior experiences, knowledge and skills
- The teacher capitalises on students' experience of a technology rich world

### **4. Students are challenged and supported to develop deep levels of thinking and application**

Students are challenged to explore, question and engage with significant ideas and practices, so that they move beyond superficial understandings to develop higher order, flexible thinking. To support this, teaching sequences should be sustained and responsive and explore ideas and practices. Key components of this principle are:

- Teaching sequences promote sustained learning that builds over time & emphasises connections between ideas
- The teacher promotes substantive discussion of ideas
- The teacher emphasises the quality of learning with high expectations of achievement

- The teacher uses strategies that challenge and support students to question and reflect
- The teacher uses strategies to develop investigating and problem solving skills
- The teacher uses strategies to foster imagination and creativity

#### **5. Assessment practices are an integral part of teaching and learning**

Assessment contributes to planning at a number of levels. Monitoring of student learning is continuous and encompasses a variety of aspects of understanding and practice. Assessment criteria are explicit and feedback is designed to support students' further learning and encourage them to monitor and take responsibility for their own learning. Key components of this principle are:

- Assessment practices reflect the full range of learning program objectives
- The teacher ensures that students receive frequent constructive feedback that supports further learning
- The teacher makes assessment criteria explicit
- Assessment practices encourage reflection and self-assessment
- The teacher uses evidence from assessment to inform planning and teaching

#### **6. Learning connects strongly with communities and practice beyond the classroom**

Students' learning needs to connect with their current and future lives, and with contemporary thinking in the broader community. A variety of links are made between the educational program and the local and broader community, leading to students developing a rich view of knowledge and practice, including social and ethical issues. This principle concerns relevance and connectedness, and also the communal nature of learning.

- Students engage with contemporary knowledge and practice
- The teacher plans for students to interact with local and broader communities
- The teacher uses technologies in ways that reflect professional and community practices

## ***Teaching and Learning as a Collaborative Partnership***

We see teaching and learning as a process of co-operative teamwork. We welcome and encourage the involvement of parents and others in the community. All members of the school community (teaching and non-teaching staff, health professionals, parents and students) work towards the success of this policy.

### ***Teachers (from MCHS) work towards the Teaching and Learning Policy aims by:***

- providing a challenging and stimulating programme of education support designed to enable all students to reach the highest standards of personal achievement
- recognising and being constantly aware of the health needs of each individual student and the impact that this can have on their capacity to learn at a particular time
- recognising and being constantly aware of the needs of each individual student according to ability, aptitude and health condition
- ensuring that learning is progressive, continuous and timely – linked to the student's regular school/educational provider learning framework
- being good role models - punctual, well prepared and organised
- maintaining an up-to-date knowledge of the Examination Specifications – how we can support the young person. e.g. special provision applications/implementation guidelines
- having a positive attitude to change and the development of their own expertise
- working collaboratively with a shared philosophy and commonality of practice and purpose
- ensuring early contact with parents and clinicians to discuss matters which affect a student's progress and development across the range of learning domains
- A differentiated program to provide a highly individualised and modified program.

### ***Students work towards the Teaching and Learning Policy aims by:***

- participating in school/educational sessions regularly and positively
- discussing matters which affect their progress and development across the range of learning domains with their parents, teachers and health personnel
- being organised – having access to the necessary books, electronic material and equipment
- taking growing responsibility for their own learning with the support of teachers and parents/carers

## ***Parents***

### ***Guardians work towards the Teaching and Learning Policy aims by:***

- providing support for the teacher's role and MCHS education support program
- being realistic about their children's abilities and offering encouragement and praise
- participating in discussions concerning their child's progress and attainments
- ensuring early contact with the regular school to discuss matters which affect their child's progress and development across the range of learning domains
- giving due importance to independent study and assisting with planning for revision and examinations
- allowing their children to take increasing responsibility as they progress throughout their school years

### ***Medical staff work towards the Teaching and Learning Policy aims by:***

- Make referrals so the child/young person is enrolled into MCHS
- providing relevant health information to the teachers
- providing teaching staff with clear direction about the young person's capacity for learning on a daily/weekly basis
- participating in discussions concerning the student's educational progress and attainments
- ensuring early contact with MCHS personnel to discuss matters which affect a child's progress and development across the range of learning domains
- acknowledging the important role that education plays in the overall development of the child while in hospital, recovering at home or transitioning back to their regular school of educational setting

## Professional Learning

MCHS is a learning community. We are therefore committed to support the learning needs of staff to ensure they have current and appropriate training to support the learning and curriculum needs of the school and its students. In particular,

- professional learning experiences will be organised to ensure the development of highly skilled, enthusiastic teachers who reflect on their practice
- staff will undertake professional learning as determined by themselves as well as the MCHS Leadership team
- staff will undergo appraisal to determine their personal professional learning needs
- teaching staff will regularly update their pedagogical skills to reflect contemporary educational trends

To support teachers to reflect on their own practice in order to develop, implement and evaluate high quality and challenging learning engagements, **MCHS staff members will align their educational goals directly with the Performance and Development Teacher Guidelines 2017**. The following passages provide insight into the overriding principles of the Teacher's Performance and Development framework. This focus will also be directly aligned to the MCHS Strategic Plan and Annual Implementation Plan.

High-quality teaching and leadership in every school is essential to Victoria's success in supporting students' achievement, wellbeing and engagement. To achieve this, our education system must empower and support teachers, leaders and support staff to be the best they can be.

The whole-of-practice approach to Performance and Development promotes a consistent process and a common language for the evaluation and support of teacher Performance and Development in Victorian government schools. It is developmentally- focused, and is designed to enable individual accountability and collective responsibility, to support collaborative professional learning and to improve the quality of teaching in every classroom.

The approach:

- promotes the development of thriving school cultures where continuous development of professional skills, knowledge and engagement are the norm, and are based on collaborative and mutually supportive workplaces
- encourages teachers and school leaders to set high expectations and establish clear accountabilities for professional practice in a collaborative environment which values high quality, meaningful, and developmentally-focused feedback
- acknowledges the highly skilled and complex nature of quality teaching and builds on the excellent practices that already exist in many Victorian government schools and across the teaching profession.

The Framework for Improving Student Outcomes (FISO) provides a cohesive approach to school improvement, ensuring schools concentrate their efforts on strategies with the highest impact on student learning outcomes. There is a strong link between the FISO and the Performance and Development approach as the learning needs of students should drive the goal-setting of teachers.

## Domains of Teaching

The Domains of Teaching are taken directly from the Australian Professional Standards for Teachers, which incorporate all aspects of a teacher's practice, describe the key elements of quality teaching and articulate professional expectations for teachers, as determined by their level of experience. There are seven Standards, all of which are interrelated. For an outline of the Standards, see **Figure 1**.

**Figure 1: Outline of the Australian Standards**

Standards Domains of Teaching	Australian Standards
Professional Knowledge	1. Know the students and how they learn
	2. Know the content and how to teach it
Professional Practice	3. Plan for and implement effective teaching and learning
	4. Create and maintain supportive and safe learning environments

	5. Assess, provide feedback and report on student learning
<b>Professional Engagement</b>	6. Engage in professional learning
	7. Engage professionally with colleagues, parents/carers and the community

### **Professional Knowledge**

“Teachers draw on a body of professional knowledge and research to respond to the needs of their students within their educational contexts.

Teachers know their students well, including their diverse linguistic, cultural and religious backgrounds. They know how the experiences that students bring to their classroom affect their continued learning. They know how to structure their lessons to meet the physical, social and intellectual development and characteristics of their students.

Teachers know the content of their subjects and curriculum. They know and understand the fundamental concepts, structure and enquiry processes relevant to the programs they teach. Teachers understand what constitutes effective, developmentally appropriate strategies in their learning and teaching programs and use this knowledge to make the content meaningful to students.

Through their teaching practice, teachers develop students' literacy and numeracy within their subject areas. They are also able to use information and communication technology to contextualise and expand their students' modes and breadth of learning.”

### **Professional Practice**

“Teachers are able to make learning engaging and valued. They are able to create and maintain safe, inclusive and challenging learning environments and implement fair and equitable behaviour management plans. They use sophisticated communication techniques.

Teachers have a repertoire of effective teaching strategies and use them to implement well-designed teaching programs and lessons. They regularly evaluate all aspects of their teaching practice to ensure they are meeting the learning needs of their students. They interpret and use student Department of Education and Training assessment data to diagnose barriers to learning and to challenge students to improve their performance.

They operate effectively at all stages of the teaching and learning cycle, including planning for learning and assessment, developing learning programs, teaching, assessing, providing feedback on student learning and reporting to parents/carers.”

### **Professional Engagement**

“Teachers model effective learning. They identify their own learning needs and analyse, evaluate and expand their professional learning, both collegially and individually.

Teachers demonstrate respect and professionalism in all their interactions with students, colleagues, parents/carers and the community. They are sensitive to the needs of parents/carers and can communicate effectively with them about their children's learning.

Teachers value opportunities to engage with their school communities within and beyond the classroom to enrich the educational context for students. They understand the links between school, home and community in the social and intellectual development of their students.”

### **A focus on development to improve student outcomes**

*‘My role, as a teacher, is to evaluate the effect I have on my students. It is to know thy impact, it is to understand this impact, and it is to act on this knowing and understanding.’ (Hattie, 2012)*

Improving outcomes for students is the core purpose of teachers' work. The Performance and Development approach is focused on teachers' development across the Domains of Teaching to enhance their effectiveness in improving students' outcomes: their learning, engagement and wellbeing. The approach includes an explicit student outcome goal that takes into account teachers' development across the Domains of Teaching. This goal may be related to improvements in student achievement, engagement or wellbeing, either for individuals or for groups of students.

Student achievement may refer to either absolute levels of learning attainment or the growth in learning that schools strive to ensure for each student. On average, all students should achieve at least one year's learning growth in

return for a year of schooling. Teachers should intervene early to ensure that all students make sufficient progress in their learning.

Student engagement refers to the extent to which students feel connected to and engaged in their learning, with their peers and with their broader school community.

Student health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment

## ***Responsibilities***

### **Principal and Leadership Team Members:**

- To ensure the effective and rigorous implementation and monitoring of the policy
- To provide appropriate support, training and resources for staff members
- To monitor and evaluate the delivery and impact of the policy
- To modify and update the policy in the light of ongoing developments and the changing and evolving needs of the school.
- To be responsible for the coordination of long, medium and short term planning of schemes of work taking into consideration the aims and objectives of the policy
- To provide appropriate support to team members through training materials or coaching.
- To ensure there is strong alignment of the teaching and learning practices and the Teacher Performance and Development framework

### **Teaching staff:**

- To implement this policy by ensuring a consistent delivery of high quality learning experiences
- To be responsible for short and long term planning.

### **All staff:**

- To be aware of the principles of the policy and how they can contribute to it

### **Students:**

- To work positively within lessons to enable staff to implement the policy effectively
- To extend the learning experience by ensuring completion of the learning tasks set

## **APPENDIX**

### **Curriculum - Planning for Teaching and Learning**

Curriculum is defined as “any arrangement of activity which affects the educational outcomes of students”.

At MCHS we recognize that we are part of a local and global community and as such, ensure curriculum provides students with an awareness of the needs and responsibilities of citizens working within communities with rich social and cultural diversity. This includes an understanding of social and environmental issues, an awareness of differing cultural needs in decision making and the role and responsibility of being a member of a global technological world. At MCHS we genuinely understand that health and wellbeing of each student is the number one priority and from this understanding we then build a relevant and creative educational support program.

#### **Planning the Teaching and Learning Program**

In developing and supporting the teaching and learning program at MCHS, the teachers collaboratively plan and design learning engagements so that each unit/lesson is:

##### *Engaging*

- Of interest to the students, and involving them actively in their own learning.

##### *Relevant*

- Linked to the students' prior knowledge and experience, and current circumstances, and therefore placing learning in a context connected to the lives of the students.

##### *Challenging*

- Extending the prior knowledge and experience of the students to increase their competencies and understanding.

##### *Significant*

- Contributing to an understanding of the transdisciplinary nature of learning and therefore to an understanding of commonality of human experiences.

This way of teaching and learning helps students make connections, develop a sense of continuity during the day and caters for individual learning styles and interests. An integrated curriculum pedagogy provides a powerful context within which students can develop skills and understandings across the curriculum. This leads to an understanding of how things connect with one another.

At Monash Children's Hospital School, we believe an integrated approach is the most effective means by which learners can explore, gather, process, refine, and present information about their learning. This provides greater purpose and meaning in the daily experience of teaching and learning and acknowledges the complex links that connect ideas and concepts. The real world is not fragmented nor boxed into separate compartments. Life is a complex mix of interrelated experiences (each action affects another) and people depend on each other for their very survival.

The inquiry pedagogy allows students to make sense of their world by making connections and building on their prior knowledge. In this approach students are given greater independence to implement their own learning. It also helps students to increase their awareness of the different styles of learning while creating different levels of challenge. Strategies for problem solving, organising and sorting, thinking creatively and reflecting can be used in many different aspects of the school curriculum and applied to life beyond school.

#### **Teaching the Program**

It is not only "what" students will learn but also "how" they will learn it that matters. MCHS teachers are expected to constantly examine and improve the practices they use to actively involve students in learning. Inquiry-based instruction and differentiation of instruction to meet individual student needs are featured within the wide array of best practices employed by teachers at MCHS.

- Teaching practices will incorporate students' learning styles, higher order thinking skills and the application of quality programs and practices in line with the expectations of the Victorian Curriculum
- An environment will be established which encourages students to accept responsibility for their own learning
- Programs will be provided which enable students to continue their educational journey with the skills and qualities which will support them throughout their lives.
- A comprehensive curriculum will be provided by the student's regular educational provider, and MCHS educators will support the teaching and learning while the students are in hospital or recovering at home
- Assessment of student achievement will be used to ensure quality learning and instruction

The most important premise of the educational support program at MCHS is that children learn through their own curiosity – and that it is the school's responsibility to encourage them to be curious, to ask questions and to explore ways of finding

the answers to their questions. This is called “inquiry based learning”, and it significantly influences our pedagogy. We teach students through this approach to learning by:

- implementing inquiry based learning and the use of guiding questions
- guiding students in making connections between concepts and processes
- making learning purposeful, contextualised, challenging and inherently interesting.

In the inquiry-based settings there is increased emphasis on real life situations, decision-making, problem solving, research and action. Students are actively:

- exploring, wondering and questioning experimenting and playing with possibilities
- researching and seeking information
- collecting data and reporting findings
- clarifying existing ideas and reappraising events
- deepening understanding through the application of a concept or rule
- making and testing theories
- making predictions and acting purposefully to see what happens
- elaborating on solutions to problems.

### ***Differentiation***

Differentiation involves teachers designing learning experiences that match student's readiness levels, learning styles and interests. All students learn differently, and differentiation is how teachers react responsibly to different learning needs. Inquiry and differentiation are closely linked because both strive to actively engage students in learning, provide students with choices for their learning and help them construct new understandings.

At MCHS we believe that every student should be challenged to continue to grow in their skills, knowledge and understandings. Differentiation ensures that every student has the potential to demonstrate growth.

Differentiation can take many forms, some of which are more visible and others which are more subtle. Some of the key differentiation strategies include:

- Providing students with choices in how they learn and demonstrate their learning
- Using assessment results to design learning experiences that meet individual student's learning needs
- Students working in small groups, with partners, and independently on learning tasks focused on their unique learning needs
- Providing re-teaching for students who need help in developing an important skill or concept
- Open-ended learning tasks and questioning strategies that encourage the development of students' higher-level thinking skills

### ***Collaborative Planning***

In order to plan for the diverse needs of students, all MCHS teachers are required to participate in structured collaborative planning and reflection. Each planning team will consist of teachers from specific areas of the hospital. (Cancer Centre, Paediatric Ward, Same Day Unit, General Therapy, Mental Health Units etc.)

Vertical planning will also take place to revise and strengthen the articulation within the program. This will be achieved by creating groups of teachers who will form multi-disciplinary – providing different perspectives to be considered.

Planning for learning is based on the premises and beliefs that:

- There is no known ceiling to achievement. Intelligence can be developed by good teaching.
- High expectations are important, but to fulfil these high expectations students must be shown how to improve by their teachers. This requires students to be taught to learn and to reflect on their learning, and to assess their progress.
- Learning objectives that challenge each student and take their own learning forward must be shared explicitly with students and reviewed at the end of the lesson or unit of learning.
- Lessons must be carefully planned and clearly structured to include an engaging and stimulating variety of learning activities and tasks which contribute to meeting the learning objectives. Teachers must evaluate their lessons so that their own practice can improve.

## **Guidelines for Lesson Structure**

### **Start of the Lesson:**

- The start of the lesson has a clear focus, using activities which immediately engage the learner
- The expected learning outcomes are shared with students, in the context of prior learning, to ensure they understand what they are doing and why (WALT – We are learning to . . . or OLII – Our learning intention is . . .)
- The success criteria by which the learning will be evaluated are made explicit
- The teacher establishes and communicates clear expectations for behaviour (WILF – What I'm looking for . . .)

### **Lesson Development:**

- Present lessons with clarity, enthusiasm and pace, ensuring timings are clear and adhered to
- Make learning active by providing tasks which enable students to make meaning, construct knowledge and develop understanding and skills
- Model activities and processes, making their thinking and decision-making explicit to students
- Provide exemplar work so that students are aware of the sophistication of response expected
- Use a variety of questioning techniques to probe and develop students understanding
- Promote active listening, inviting a range of different responses and building in time for reflection
- Give constructive, positive feedback on work in progress
- Provide opportunities for success for every student and seek frequent opportunities for praise
- Provide opportunities for progression which increase the level of conceptual challenge, the depth of understanding and the breadth of application of skills
- Demonstrate flexibility in their approach and be prepared to deviate from the lesson plan where appropriate

## **Assessment**

Monash Children's Hospital School teachers employ a variety of authentic assessment strategies (examples include: student presentations, portfolios, projects, written tests, student self-reflections, peer reflections, conferences, interviews, demonstrations and many others) to find out not only if students learned what they were expected to learn, but also what actual learning took place instead of, or in addition to, what was expected.

Teachers and students use the results of assessments to set goals for further learning and to think about ways to improve their teaching and learning strategies. Assessment at MCHS has a positive connotation since it focuses on what a learner can do at the current moment instead of on what they can't do.

### **For students - effective assessment:**

- supports student learning by highlighting areas of strength and giving feedback to assist further growth
- provides students with the opportunity to assess their own work and progress
- encourages students to take pride in what they do
- give students a sense of purpose
- make students accountable.

### **For teachers - effective assessment will:**

- find out what students know and can do
- show how well students can apply what they know
- show whether students can reflect on what they know
- measure students' ability to inquire
- show what students remember, and understand, of what has been taught, explored or discussed
- reveal areas in which students are experiencing difficulties
- determine the interest level of students
- help the teacher understand how individual students think
- monitor students' performance over a period of time
- provide data to support discussions with parents and colleagues about student progress
- indicate how a student is performing in comparison with others in the group

- help teachers evaluate whether students are keeping pace with age-appropriate cognitive development

## **Appendix 2: Relationship with the Student's Regular School/Educational Provider**

- Please refer to the Monash Children's Hospital School to School Communications Policy. The key responsibilities outlined in that policy are also listed here.

### **Communication Process – Monash Children's Hospital School Responsibilities**

1. Once an enrolment is formalised Monash Children's Hospital will contact the student's regular base school/educational provider. E.g. primary or secondary school, TAFE, community education, distance education etc.)
2. Monash Children's Hospital School will assign a key contact staff member to liaise with the student's regular school/educational provider.
3. Both schools will establish who the most appropriate teacher and/or Coordinator will be to liaise with one another.
4. The student will be allocated to a Monash Children's Hospital School teacher.
5. Students will meet with a MCHS teacher and complete a MCHS Student Introduction Survey at their first interaction with the teacher.
6. Students will receive educational support from the staff of MCHS.
7. MCHS teacher will provide regular updates about the student's educational process – frequency will be determined by the liaising staff members from each school.
8. MCHS and Monash Children's Hospital will provide educational and health related evidence for the student's regular school to assist with funding applications or 'special provision' applications related to examination and course work requirements E.g. Year 12 Special Provision for additional time during exams, NAPLAN special provision, etc.
9. MCHS will assist with supervision for NAPLAN/VCE/VCAL/IB examinations if the young person is in hospital at that designated time. Strict VCAA guidelines will be adhered to.
10. After consultation with, and input from MCH Clinicians and Teachers, a decision will be made to discharge the student from Monash Children's Hospital School.
11. Monash Children's Hospital School will assist with the student's transition back to their regular educational provider or to a new educational setting.
12. A written report will be provided to the student's regular educational provider about the progress of the student and an overview of the teaching and learning program that was implemented.
13. Monash Children's Hospital School will inform the appropriate DET regional offices and the regular school of the support that the student may need and advocate for Student Support Services Officers and/or the Visiting Teacher Service to be involved with the student if deemed necessary.
14. MCHS will track the child for a period of 12 months after being discharged - liaising with the student's regular school/educational provider.
15. During the time, while the student is in hospital, both schools will provide parents/guardians with updates about the student's progress, developments and make them aware of any course requirements etc.

Please note that staff of MCHS are unable to provide health/medical information to the base school unless permission has been provided by Monash Health and the student's parents/guardians. Monash Health medical clinicians may provide this information if it is relevant.

### **Communication Process –Regular School/Educational Provider Responsibilities**

1. Once an enrolment is formalised Monash Children's Hospital will contact the student's regular base school/educational provider. E.g. primary or secondary school, TAFE, community education, distance education etc.)
2. The base school will assign a key contact staff member to liaise with Monash Children's Hospital School.
3. The liaising teachers/coordinators will agree on contact times, frequency of communication and agree around the sensitivity of sharing a young person's personal information
4. The regular school will provide the student/MCHS with the relevant curriculum and learning tasks in a timely manner. This information can be in hard or soft copy.

5. The base school will provide the relevant MCHS staff member with any key information that could have an impact on the student's educational program and development. E.g. social, emotional information etc.
6. Ensure that the student has access to the relevant school learning system. E.g. Learning Portal, Email, COMPASS Student Management System, SENTRAL management system etc.
7. The school will provide the student/MCHS with relevant timelines and outlines of course requirements especially for VCE/VCAL/IB.
8. Base school teachers will provide additional support for the student i.e. access to teaching sessions through virtual learning options, specialist knowledge which is not available at MCHS, peer tutoring/support etc.
9. The base school will ensure that all relevant evidence is gathered and submitted for 'special provision' or funding applications for a student. Applications would be submitted within the required timeline.
10. During the time, while the student is in hospital, both schools will provide parents/guardians with updates about the student's progress, development and make them aware of any course requirements etc.
11. The base school will inquire into support services (SSSO's and Visiting Teachers Service) that may be available for a student who has special needs and/or due to their specific health condition.