

# NJA College of Education, WA



## TEACHING AND LEARNING POLICY

### Purpose/Objectives

- To maximise the potential of all student teachers
- To engender a lifelong love of learning;
- To prepare student teachers for all aspects of their lives;
- To contribute to student teachers' understanding of themselves, society, and the world;
- To help meet the needs of the local and national educational systems and also help in the communities they find themselves
- To enable all students' teacher to be successful;
- To enable all to make positive, well-informed decisions about all aspects of their lives;
- To help all student teachers to understand that they will always have more to learn, that they can always learn from others, and that others can learn from them.

### 2.2 Scope

Our Teaching & Learning approaches and strategies related to six main focuses:

1. School structures, systems & processes;
2. Developing a shared understanding of what is an Outstanding lesson;

3. Monitoring & evaluating impact;
4. Tracking students' progress;
5. Collaborative working within a learning community;
6. Partnership with practising schools.

### ***2.2.1. School structures, systems & processes***

Management and Tutors work together to develop structures, systems and processes which promote and support collaborative working. Leadership is distributed; all stakeholders take responsibility to drive change.

### ***2.2.2. Developing a shared understanding of what is Outstanding learning***

Management and most tutors have a secure and shared understanding of what teaching & learning practice looks like. Staff maintains an unrelenting focus on developing their practice through collaborative working, sharing, and peer coaching.

### ***2.2.3. Monitoring & evaluating impact***

The impact on Teaching and Learning, motivation, and pupil progress is systematically monitored and evaluated by Management and Tutors. Management actively supports student teachers in trying new approaches and engaging in action research to evaluate the impact on learning of different teaching strategies. A framework of Quality Assurance including work sampling and students' voice is used to collect evidence for staff evaluation.

### ***2.2.4. Tracking students' progress***

Management information systems (MIS) are developed to support the tracking of individual students' progress and various interest groups. All Management and teaching staff evaluate strengths and weaknesses in students' performance. Success is celebrated and under-achievement is tackled through targeted intervention strategies.

### ***2.2.5. Collaborative working within a variety of learning communities***

Management and HoDs encourage and promote collaborative learning groups through partnership schools and learning communities. The learning community extends beyond the college to include the wider community, sharing and developing good practice.

### ***2.2.6. Partnership with Partnership schools***

lead mentors and mentors are proactively engaged in supporting student teachers (ST) learning in and outside the partnership schools. There is an ongoing dialogue with LM and M's regarding student teachers' progress and how they can be supported at school during study circle meetings and cluster meetings.

## **2.3. Policy Statement**

At NUJACED Teaching and Learning (T&L) are at the heart of everything we do. We continually strive to improve the quality of our Teaching and Learning to provide our students, staff and members of our wider community with the best possible opportunities to become successful life-long learners and active, responsible citizens in the modern world.

Our commitment to focusing on progress within lessons helps us to ensure that the quality of Teaching and Learning across the school is consistently high and that teachers celebrate success, challenge underachievement and continue to raise students' performance.

## **2.4. Supporting Procedures**

Any student or tutor who has challenges with teaching and learning must do the following in order to ensure effective teaching and learning.

- Plan for progression by identifying opportunities for regular assessment and review of learning both within and beyond the classroom;

- Work with other adults to provide a personalized approach to learning in order to meet the needs of individuals;
- Use praise and rewards as an integral part of the lesson in line with the School's PDL policy;
- Consciously develop students to take a responsible and conscientious attitude to their work so that they develop skills and confidence to evaluate the quality of their own work and the work of others;
- Will monitor pupil progress against subject targets, celebrate success and provide targeted intervention for under-achieving students;
- Work together to standardize and moderate assessment judgments;
- Work in partnership with students, and stakeholders to improve Teaching and Learning through, for example, pupil lesson observations, pupil/parent voice, work sampling.

## **2.5. Gender-responsive/Inclusion statement(s)**

Tutors shall engage in gender-sensitive teaching practicum guidance, classroom visit procedure, Lesson observation procedure

## **2.6. Responsibility for Implementation**

### ***2.6.1. Management will:***

- Have a secure and shared understanding of Outstanding Teaching and Learning and its impact in raising attainment in line with the college strategic plan;
- Actively lead in-school developments in Teaching and Learning within and across subjects;

- Give priority to the systematic development of Teaching and Learning across the school; Systematically monitor and evaluate the impact of T&L on motivation and student teachers progress;
- Use the results of monitoring and evaluation of college tutors for appraisal.

#### **2.6.2. Tutors will:**

- Have a secure and shared understanding of T&L strategies for improvement and how they impact on standards;
- Have a good understanding of progression in the key concepts and skills in their subjects;
- Reflect on and improve their practice and take responsibility for identifying and meeting their developing professional needs;
- Identify opportunities for working with colleagues to share and develop outstanding practice through transforming teaching and learning(T-TEL);
- Plan lessons which allow students to have a clear understanding of what they are trying to learn (learning objectives), how they can recognize achievement (learning outcomes) and why they are learning this (big picture);
- Give students clear feedback which identifies what has been done well and what needs to be done to improve;

#### **2.7. Gender-responsive/Inclusion statement(s)**

The college shall ensure equality in appeals and mitigation processes in assessment. Diversity and range of assessment tools shall be used in order to assure equity in assessment.

## **2.8. Responsibility for Monitoring, Implementation and Compliance**

Management should be responsible for monitoring, implementation and compliance

## **2.9. Status**

There is no documented teaching and learning policy for the College.

## **2.10. Key Stake Holders**

- Management
- Tutors
- Students
- Partnership schools
- Education office

## **2.11. Approval Body**

- NCTE
- Council
- District Education Office

## **2.12. Initiating Body**

- College

## **2.13. Definition of Terms**

- MIS- Management information system:
- PS- Partnership Schools: School of Practice and other institutions that work with the College.
- ST- Student Teachers': Pre-tertiary students
- LM-Lead mentors: Headmaster/Headmistress
- M-Mentors: Teacher who teaches at the basic school
- NCTE: National Council for Tertiary Education

vii. T-TEL: Transforming teaching and learning

#### **2.14. Related Legislature**

College of education Act, 2012, Act 847

#### **2.15. Related Policy and Other Documents**

- Harmonized Scheme of service for staff of colleges of education
- Harmonized Conditions of service for colleges of education
- Harmonized Statutes of colleges of education
- College Strategic Plan

#### **2.16. Effective Date**

September 17, 2020

#### **2.17. Review Date**

September 17, 2022

#### **2.18. Key Words**

- Management information system
- Partnership Schools
- Student Teachers'
- Lead mentors
- Mentors
- Teaching and learning
- National Council for Tertiary Education
- Transforming teaching and learning

#### **2.19. Owner/Sponsor**

Principal

Quality Assurance Officer

**2.20. Author**

Governing Council

**2.21. Further Information**

**Nusrat Jahan Ahmadiyya College of Education,**

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**Upper West Region.**



