



**MARIAN
COLLEGE**

LEARNING AND TEACHING GUIDELINES

Introduction

Learning and teaching are the core work of the College. This guideline establishes clear, evidence-informed guidelines to ensure consistent, high-quality teaching practice that enables all students to experience growth, success and engagement in their learning.

Grounded in the Kildare Education Ministries (KEM) vision, this guideline reflects the centrality of teaching and learning and the shared responsibility of all members of the school community. It aligns with the Victorian Curriculum, VCAA requirements and VRQA expectations, and is informed by contemporary research, including the Science of Learning.

Principles and Values

Learning and teaching at The College are underpinned by the Kildare Ministries values of: Compassion, Hope, Hospitality, Justice, Wonder and Courage

These values guide a learning culture characterised by:

- High Expectations – All students are capable of growth and achievement.
- Active Engagement – Students are cognitively engaged in meaningful learning.
- Responsive Teaching – Teaching is informed by evidence and student needs.
- Thinking Culture – Deep thinking, questioning and reflection are prioritised.
- Safe and Inclusive Environment – Learning occurs in a respectful, supportive setting.

The Australian Professional Standards for Teachers provide a national framework for describing effective teaching practice and supporting ongoing professional growth. The Standards are organised across three domains: Professional Knowledge, Professional Practice and Professional Engagement, and identify what teachers should know and be able to do to support student learning. In the context of Learning and Teaching, the Standards reinforce the importance of knowing students and how they learn, knowing curriculum content and how to teach it, planning and implementing effective teaching and learning, creating safe and supportive learning environments, assessing and providing feedback on student learning, engaging in professional learning, and working professionally with colleagues, families and the broader community. At the College, these Standards support a shared commitment to high-quality, evidence-informed practice, reflective teaching, professional collaboration and continuous improvement so that all students are supported to grow, achieve and thrive.

Audience

This guideline applies to all teaching staff, Learning Support Officers and school leaders, and recognises students and families as important partners in learning.

Guidelines

Learning and teaching are collaborative, ongoing processes in which:

- Teachers design structured, evidence-informed learning experiences.
- Students actively engage in building knowledge, skills and understanding.
- Assessment and feedback guide improvement.
- Growth is measured along a developmental continuum.

Learning is viewed as:

A developmental and continuous process that is explicitly taught and practised, supported through timely feedback and intervention, and strengthened through positive relationships and wellbeing.

- Grounded in safe, inclusive and supportive environments where student wellbeing is recognised as a foundation for success, and where classrooms foster psychological safety, clear routines, high expectations and respectful relationships.
- Strengthened through explicit, structured and evidence-informed teaching practices aligned with the Science of Learning.
- Enhanced when teachers build knowledge, understanding and confidence through clear learning intentions, modelling, scaffolding and purposeful practice.
- Most effective when students are actively engaged in applying their learning, receiving ongoing feedback and reflecting on their progress through regular checks for understanding.
- Responsive to diverse learning needs, with curriculum providing multiple entry points and appropriate adjustments, support and extension opportunities for all learners.
- Supported through embedded Learning Diversity practices that enable students to access, participate in and succeed in learning.
- Enriched when students are active participants in their learning through goal setting, reflection and feedback.
- Strengthened by student voice and agency, with students contributing to continuous improvement in learning and teaching experiences.

Assessment and Feedback

Assessment and feedback at The College support continuous student growth and are aligned with curriculum expectations.

Years 7–10: Developmental Continuum

- Assessment is aligned to the Victorian Curriculum progression points.
- Student progress is measured along a developmental continuum, not a pass/fail model.
- Graded assessment tasks may be used; however, these are supported by curriculum-based judgments of progress.

Teachers ensure:

- Assessment aligns with the taught curriculum.
- Judgments are based on demonstrated evidence of learning.
- Students have multiple opportunities to demonstrate understanding.

Task Design and Expectations

- A minimum of three summative tasks per semester per subject (adjusted for subject time).
- Learning tasks are designed to align with Learning Intentions and Success Criteria, are primarily completed in class to ensure authenticity, and provide students with opportunities to demonstrate their learning through a variety of written, oral, practical and digital formats. Tasks encourage critical and creative thinking while incorporating appropriate digital and non-digital approaches to learning.

Assessment Quality

Assessment tasks are designed to be accessible, inclusive and appropriately differentiated, providing all students with opportunities to demonstrate their learning while supporting the progressive development of the knowledge, skills and capabilities required for success in VCE and future pathways.

Rubrics and Feedback

Assessment is supported by clear rubrics aligned to curriculum standards and published on Learning Management System, ensuring transparency and consistency for students and families. Feedback is provided throughout and following the learning process, identifying student progress and next steps for growth, while students are encouraged to reflect on and respond to feedback as active participants in their learning.

Moderation and Consistency

Learning Teams work collaboratively to design learning experiences, moderate and review student work, and use data to inform teaching, learning and student growth.

Senior Pathways: VCE, VM and VET

Assessment aligns with Victorian Curriculum and Assessment Authority (VCAA) and RTO requirements:



- VCE
 - Assessment through SACs, SATs and external examinations.
 - Outcomes reported as S (Satisfactory) or N (Not Satisfactory).
- VM (VCE Vocational Major)
 - Assessment based on demonstration of outcomes.
 - Reported as S (Satisfactory) or N (Not Satisfactory).
- VET
 - Competency-based assessment aligned to training packages.
 - Reported as Competent (C) or Not Yet Competent (NYC).

All senior assessment complies with VCAA and RTO requirements, follows authentication and assessment conditions and applies special provision in line with VCAA guidelines.

Feedback

Teachers will:

- Provide timely, specific and actionable feedback.
- Link feedback to success criteria and next steps.
- Provide opportunities for student reflection and response.

Students are expected to:

- Engage with feedback.
- Act on next steps to improve their learning.

Data-Informed Practice

Data is used strategically to identify learning needs, monitor student growth, evaluate the impact of teaching practices and inform targeted intervention and support.

Teachers use data to inform teaching and learning, including:

- Classroom assessment.
- PAT and NAPLAN data.
- TSI Data.
- Observational and engagement data.

Progress and Intervention

All students are expected to demonstrate growth.

The Marian Success & Support Framework guides intervention:

- Step 1: Classroom-based support.
- Step 2: Targeted intervention.
- Step 3: Intensive support.

The focus is on early identification, timely support and shared responsibility, ensuring every student is known, supported and able to thrive.

Family Engagement

Families are valued partners in learning, with the College committed to clear communication, meaningful opportunities for engagement and respect for the knowledge, insights and perspectives families bring to their child's education.

Related Documents

- Success & Support Framework.
- Curriculum & Assessment and Reporting Guidelines.
- [Victorian Curriculum 2.0](#)
- [VCAA Administrative Handbook](#)
- [AITSL standards](#)

Document History

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