Educational Program Management Policy and Procedures

1. Purpose

To ensure that the design, development and review of educational programs at Gilmore College is effectively managed.

This includes the management of vocational education and training programs, whether embedded as competencies within general WACE subjects, or as stand-alone vocational education and training. It also includes organisation and presentation of curriculum resources, student induction, quality delivery of education and training programs, skills recognition, assessment and accurate and confidential handling of results.

2. Policy

- The Principal is responsible for establishing policy and procedures that outline the College approach to teaching and learning and for ensuring teachers are provided with the resources to develop and deliver programs within the parameters outlined in this document.

- Gilmore College teachers are responsible for the development and delivery of educational programs using the procedures outlined in this document.

3. Procedures

3.1 Underpinning Principles

At Gilmore College, the following principles of learning and teaching guide our whole school practice and each teacher's planning and teaching.

These principles are:

- opportunity to learn;
- connection and challenge;
- action and reflection;
- motivation and purpose;
- inclusivity and difference;
- independence and collaboration; and
- supportive environment.

In our specific context, we see the following as central to good learning:

- use of motivating interactive and engaging activities;
- use a wide variety of media;

- use a variety of resources;
- learning to be as relevant and as contextualised;
- community and other off-site learning; and
- advocacy system to support students within the learning environment.

3.2   Developing and Maintaining a Positive Learning Environment

Each teacher should establish a learning environment where there is a high level:

- student cohesiveness, where students know, help and support one another;
- teacher support, where teachers help, know and are interested in students, and they are friendly;
- student involvement, where they are attentive, interested, participate in class discussions, enjoy their class time and do additional work;
- investigation with an emphasis on skills and processes of inquiry and their application in problem solving;
- orientation towards task;
- cooperation;
- equity;
- differentiation with the teacher catering for different students differently according to their different capacities and interests; and
- computer/technology/media usage to enhance learning and communication.

It is very important that students have a positive attitude to their subject and the use of technology as a tool to aid their learning.

A positive learning environment exists when students and teachers work cooperatively and each of the elements above is evident to enable the best possible outcomes for each students.

At Gilmore College all staff are committed to working collaboratively with students to resolve issues and restore positive relationships. Most problems can be quickly resolved in this manner at the classroom level.

3.3   Curriculum Documents and Resources

Each teacher is responsible for ensuring the subject information for his or her subject(s) is documented.

The following templates are used to present course information:

- course outline
- curriculum information
- assessment outline
- timeline
- program for Terms 1, 2, 3, and 4
- curriculum resources linking texts, library resources and on-line resources
- study tips

Where training competencies are embedded in WACE subjects, explicit references will be made to these, and how they will be assessed is outlined in the assessment outline section.

It is this document that will be used as the basis for quality processes.

The teacher, in collaboration with the Head of Learning Area, Industry and Enterprise Coordinator, and the Associate Principal (Operations) are responsible for providing an assurance to the Principal that all School Curriculum and Standards Authority and associated Vocational Education and Training requirements are met.

4. Staff and Student Induction

4.1 Staff Induction

Induction of all staff at the beginning of each year and of new staff is a most important function in promoting a learning and supportive organisation. The induction is to cover:

- New Staff

  - general background information about Gilmore College - its history, structure, programs and opportunities for further development;
  - lines of communications for inquiries, complaints, appeals and grievances;
  - sources of advice and assistance within the College;
  - policies and procedures;
  - a tour of Gilmore College - showing facilities and areas of general and restricted access when staff or students are not familiar with the location; and
  - amenities - toilets, café, information technology access and library and information centre.

- Health and Safety Issues

  - fire drills, fire warden, location of appliances;
  - safe operation of equipment;
  - evacuation plan; and
  - security systems

4.2 Student Induction

Induction of new students enrolling to undertake an education program is an important function in promoting a learning and supportive organisation. The induction is to cover:

At Enrolment

- general background information about Gilmore College - its history, structure, program and opportunities for further development;
- timetable; hours of attendance; and break times;
- behaviour expectations;

- Student Services; and
- College Uniform.

Subject Level

- subject information;
- assessment requirements;
- attendance and behaviour expectations; and
- homework requirements.

5. Document Control

| Reference Number:
Owner:

Created:
Modified:
Approved:
Next Review:
Links to Regulatory
Framework: | Associate Principal (Curriculum)

27 June 2013
25 July 2013
10 September 2013
27 June 2016

Legislation/Authority
• Australian Curriculum, Assessment and Reporting Authority Act 2008 (Cth)
• School Curriculum and Standards Authority Act 1997 (WA)
• School Education Act 1999 (WA)
• School Education Regulations 2000 (WA)

Department Policies
• School Curriculum and Standards Authority WACE Manual
• Students at Educational Risk
• Vocational Education and Training for School Students
• Workplace Learning | **Implementation and Review:**

The Associate Principal (Curriculum) is responsible to the College Executive for the continuous monitoring and review of the *Educational Program Management Policy and Procedures.* |