

# DSM Policy

## Teaching and Learning



Deutsche Schule Melbourne Inc, ABN 52 936 931 854

### Rationale

The Deutsche Schule Melbourne is an accredited German School Abroad as well as an Australian Independent School. DSM aims to help students realising their individual potential and become creative and confident participants in the global community.

Teachers at DSM inspire life-long learning by empowering students to lead their own learning journey, by offering learning experiences encompassing the heart, head and hands and giving our students the room to express themselves creatively and think critically about a world without borders. We aim to nurture the whole child in our vibrant German, Australian and multicultural community through mutual respect, understanding and caring for the individual. We nurture inclusive classrooms in which everyone feels pride and belonging.

DSM aims to challenge its students academically by teaching according to the Victorian and the Thuringian curricula, by encouraging them to embrace diverse perspectives through bilingualism, and the understanding of different cultures, including in the Australian context Aboriginal culture and history, and to live sustainably by reducing its footprint and taking care of precious resources.

Student teaching and learning is a planned process at the Deutsche Schule Melbourne. It requires active participation, commitment and partnership between students, teachers, parents and carers. Involvement by parents and carers helps children achieve the best possible learning outcomes. Parents are invited to participate in school life, both formally and informally, through volunteering to assist with reading programs, events, class parent representation and sub- committees.

### Legal and Regulatory Framework

This policy is based on the compliance requirements under the following acts and regulations:

- Education and Training Reform Act 2006: <https://content.legislation.vic.gov.au/sites/default/files/2021-03/06-24aa085%20authorised.pdf>
- Education and Training Reform Regulations 2017: <https://content.legislation.vic.gov.au/sites/default/files/2021-03/17-44sra005%20authorised.pdf>
- Education and Training Reform Act Amendment Bill 2021: <https://content.legislation.vic.gov.au/sites/default/files/2021-03/591239bs1.pdf>
- Child Safe Standards - Managing the risk of child abuse in schools: <http://www.gazette.vic.gov.au/gazette/Gazettes2016/GG2016S002.pdf>

### Definitions

#### Bilingual

A bilingual person is an individual who can function in two language environments. Bilingualism is understood to be a high level of competence in speaking and reading/writing in at least two languages, but not necessarily with equal or near-equal ability. Bilingual teaching or learning involves the use of two languages for instruction and includes bi-cultural education.

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### **One teacher – one language**

A one teacher-one language model supports the early immersion model in form of an expectation that a single language should be spoken with each teacher. Each teacher is a native speaker to provide the best language modelling be it in German or English. This minimises confusion and provides maximum opportunity for practise in the target language.

### **Integrated curriculum**

An integrated curriculum is one that connects different areas of study by cutting across subject-matter lines and emphasizing unifying concepts. Integration focuses on making connections between learning areas, allowing students to engage in relevant, meaningful activities that can be connected to real life. An integrated curriculum aims to connect the theory learned in the classroom with practical, real-life knowledge and experiences. Teachers use transdisciplinary integration to organise the curriculum around student questions and concerns. Through this, students develop the skills for life-long learning as they apply interdisciplinary and disciplinary skills in a real-world context.

### **Inquiry based learning**

Inquiry-based learning<sup>1</sup> is an education approach that focuses on investigation and problem-solving. Inquiry-based learning is different from traditional approaches because it reverses the order of learning. Instead of presenting information, or ‘the answer’, up-front, teachers start with a range of scenarios, questions and problems for students to navigate.

Inquiry-based learning prioritises problems that require critical and creative thinking so students can develop their abilities to ask questions, design investigations, interpret evidence, form explanations and arguments, and communicate findings.<sup>1</sup>

## **Principles**

The Deutsche Schule Melbourne uses teaching and learning strategies that aim to:

- Acknowledge current research into learning styles and cognitive processes.
- Take into account current best practice in education and the specific needs of our unique school community.
- Focus on the establishment of effective life-long learning strategies.
- Allow students to acquire important social and personal skills based on respect for and acceptance of others.
- Build and maintain positive and supportive relationships between teachers, students and carers.
- Build the skills that are needed to work both independently and collaboratively.
- Integrate current best practice and evidence from research regarding bilingualism and early immersion models of education into teaching and learning strategies.
- Develop an understanding of multiculturalism.
- Allow students to live and learn two or more cultures, preparing them to become involved citizens of an increasingly global world.

<sup>1</sup> <https://www.education.gov.au/national-stem-education-resources-toolkit/inquiry-based-learning>

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### Goals

The policy aims to:

- To provide an environment which fosters bilingualism and biculturalism
- To support all students to develop the ability to be successful learners
- To address the individual needs of all students, acknowledging that all students are at different places in their learning journey, and learn at different speeds in a variety of ways
- To provide meaningful learning experiences for students
- To provide an environment that supports the development of sustainable relationships personally and environmentally, locally and globally

### Strategies

- DSM will use an early immersion model with a one teacher-one language approach to facilitate bilingualism and multiculturalism. This is conducted in a 80:20 German to English ratio in Years Foundation to 2 with a gradual increase of English to a 50:50 ratio.
- Teachers will assist students to develop life-long, reflective learning strategies through a range of active learning approaches including inquiry based learning.
- Teachers will use a variety of teaching/pedagogical methods such as peer feedback, independent projects, range of resources, small group work, class discussion, incursions and excursions to support learning and cater for all learner needs.
- Teachers will ensure that all inquiries undertaken will be authentic, purposeful, structured and promote the meaning and understanding of significant ideas.
- Teachers will provide a stimulating environment that facilitates various learning situations.
- Teachers will facilitate learning in accordance with individual learner types.
- Integrated curriculum units will be introduced to accompany the usual lesson plans, facilitating the development of inquiry based learning processes. Cross-curricular teaching methods are omnipresent and ensure a depth of learning in the key learning areas as well as high standards in the subject areas.
- Teachers will conduct regular class team meetings to collaborate and reflect on the most suitable/best teaching practice depending on cohort.
- Teaching teams will compare subject assessments and track student progress to inform future teaching.
- Teachers at the Deutsche Schule Melbourne will be informed about current best practice and evidence in education.
- Teachers will ensure they integrate Indigenous culture into teaching and learning in meaningful ways.
- Teachers at Deutsche Schule Melbourne will consistently participate in meaningful continuing education programs (see Professional Development Policy) as both a learner and presenter.

### Scope

This policy applies to school staff, school students and the wider school community including parents and caregivers.

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### Roles and Responsibilities

#### The Principal

- Has overall responsibility for the implementation of this policy and the associated procedures
- Will ensure that all staff are familiar with the policy and guidelines
- Will value and utilise the diversity of staff, parents and students
- Will ensure all stakeholders are familiar with the common language embedded in the policy and procedures

#### The Board

- Has a responsibility to provide adequate resources which accord with the vision and the strategic plan of the school

#### Staff

- Will be familiar with the policy and the requirements for its implementation
- Will collaboratively plan, deliver and review the effectiveness of lessons
- Will operate at the AITSL and APST<sup>2</sup> standards in classroom practice
- Will demonstrate a commitment toward building professional knowledge and teaching practices
- Will adhere to the Assessment and Reporting procedures as set out in the Assessment and Reporting Policy

#### Parents

- Will work together with other stakeholders to help create a diverse and engaging learning community

### Policy communication

This policy will be made publicly available on the school's website [www.dsm.org.au](http://www.dsm.org.au).

### Policy Review

This Teaching and Learning Policy shall be reviewed every two years.

Reviewed, July 2021

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<sup>2</sup> <https://www.aitsl.edu.au/docs/default-source/national-policy-framework/australian-professional-standards-for-teachers.pdf>

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### DSM Internal Use

#### Version and Approval

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Approver:	Board / 28.07.2021
Owner:	Bernice Ressel
Next Review:	two years after last publishing date
Classification:	Education

#### Related Policies

Curriculum Review  
Assessment and Reporting

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