



ST PATRICK'S COLLEGE

LEARNING AND TEACHING POLICY

The St Patrick's College Learning and Teaching Policy encompasses the following:

- Introduction and guidelines
- Inclusive Learning
- Plagiarism and Academic Integrity
- Referencing
- Video / DVD/ Film /VSW (Video Sharing Websites)
- Homework
- Private Tutoring
- TCE Examination Marking – St Patrick's College Procedure

Introduction

A central aspect of our mission as a school is the teaching and learning process. Teachers play a key role in facilitating learning with students, and both teachers and students carry a personal and corporate responsibility for optimal learning to occur in their school. Parents support the roles and responsibilities of teachers and students in important but indirect ways.

Definitions

"Teaching" is the process by which a person consciously sets out to impart and share knowledge, skills and values with another person or group. In a school setting it is facilitated by qualified teachers who cover a set program of work in each of the key learning areas.

"Learning" in an educational context refers to the intentional acquisition or development of worthwhile understanding, knowledge, skills and values in partnership with students and staff.

In the formal education, teaching and learning are co-dependent activities: one cannot happen successfully without the other.

Learning may also include an ongoing E-Learning / Information Technology focus, reflection upon earlier active learning and the development of independent lifelong learning and research skills.

Guidelines

1. The teaching and learning environment is one where the rights of all parties are acknowledged and upheld. It is an endeavour where mutual support, cooperation and respect are always sought. More specifically, all students should feel safe and be able to learn.
2. Our understandings of the learning styles of students with different intelligences influence our approach to the teaching/learning process, currently the curriculum is being prepared to meet the requirements of the Australian Curriculum. All teachers are encouraged to differentiate the learning program and set learning and assessment tasks appropriate to the learning needs and abilities of individual learners.
3. Curriculum is the formal structure in which the teaching/learning process takes place. It is broad, comprehensive and varied. Regular curriculum review ensures that the curriculum remains appropriate to the teaching/learning process. The aim is to develop a true academic/learning culture and a balanced curriculum that promotes lifelong learning. (Mission Statement.)
 - Senior Secondary (Years 11 and 12) courses of study follow Tasmanian Qualifications syllabi.
 - The Tasmanian Certificate of Education (TCE) includes the attainment of everyday Literacy, Numeracy and ICT Standards, Personal Pathway Planning (reviewed after Year 10 plans were

compulsorily filed with the TQA) and participation in and learning achievement of 120 Credit Points, 80 of which must come from complexity level 2 or higher courses over two years of 1200 hours of study in Years 11 and 12.

- The TCEA – the Tasmanian Certificate of Educational Achievement is also available for students who require a narrative certificate to describe the unique aspects of their participation and achievement.
 - Courses in Years 7-10 have been developed to follow the Australian Curriculum courses. They have been scoped and sequenced in all Learning Areas from Primary Year 6 to Senior Secondary Years 11 and 12.
 - The College's approach to learning is integrally based around an awareness of and adherence to national goals about improving retention, improving literacy and numeracy and movements towards the Australian Curriculum in all key-learning areas.
4. In each faculty teachers work together at designing and documenting the courses they teach, giving due regard to the requirements of appropriate external authorities. Increasingly, flexibility and adaptability to move forward with future change is integral to quality learning outcomes.
 5. Information and Communication Technology (E-Learning) is a fast developing focus for learning in all areas, with teachers and students increasingly embracing and integrating technology into learning approaches. Teachers are gradually assimilating the technology so readily internalised by the present generation of learners and are increasingly learning to use it as a new tool or key to learner engagement.
 6. Teachers participate annually in appropriate in-service and training courses to ensure that their own competencies remain current. Teachers benefit from being reflective thinkers themselves, and they must be aware of trends while being interested in continually changing for the better.
 7. Regular individually relevant homework is an integral part of the teaching/learning process. The Principal ensures that expectations in this regard are published in Student Planners as well as the Policies Handbook and that teachers correct homework, where appropriate, and give adequate feedback on student progress.
 8. Teachers ensure that regular correction and assessment of student work is undertaken and they return work with appropriate comment to students within a reasonable time frame, so that gaps do not occur in student learning and to ensure that learning tasks are completed and submitted as evidence of that learning. Teachers initially remind and communicate with students regarding outstanding assignments and overdue work, then progress to activate the Academic SMS/Detention Process.
 9. The College issues formal end-of-year certificates for all students and ensures that Progress and Term Reports are issued at all Year levels as appropriate, with Reports being followed by Student/Parent/Teacher Interview opportunities. Ongoing affirmation of student progress is encouraged.
 10. The Inclusive Learning Faculty provides specialist assistance for students with additional or different needs, in an increasingly inclusive classroom and whole school environment.
 11. A wide range of cultural and sporting co-curricular opportunities encourage students to complement and widen their academic learning program. Indeed, a multitude of opportunities exist to allow individual students to extend their experiences within the wider school community.

Inclusive Learning

St Patrick's College adheres to the following basic principles of inclusion.

Inclusion is a process formally endorsed and undertaken by all members of the College. It is an active process consisting of support, advocacy, information and professional learning directed at enabling all staff, students and members of the College community to journey together towards a truly holistic, Catholic and comprehensive education: one that meets the diverse educational, physical, emotional and spiritual needs of all students who attend the College.

*All students should **learn together** wherever possible regardless of difficulties, disabilities or differences (UNESCO Mission Statement).*

Responsibility for the provision of appropriate educational and learning programs for students at the College, regardless of their needs, diversity and circumstances, is shared to varying degrees among all teaching and support staff. Teachers, support staff, students and families work in collaborative partnerships to achieve effective and appropriate educational outcomes for all students attending the College.

The College formally endorses The Inclusion Policy of the Catholic Education Office, Tasmania as informed by the Disabilities Discrimination Act, 1992 and the Disabilities Standards for Education, 2005. Recognition of the need for inclusive practice as well as the celebration of diversity is formally acknowledged within the St Patrick's College Mission Statement.

In order to support staff, students, their families and the extended College community in their journey towards the provision of exemplary inclusive education, St Patrick's College has created an Inclusive Learning Faculty consisting of teachers and teaching assistants. The Inclusive Learning team's role is to support students and staff to achieve sound, realistic and appropriate educational outcomes within a diverse, inclusive and supportive school community. The faculty consists of Teaching Assistants, Enrichment teachers, EAL/D teachers, Learning Support Teachers and an Aboriginal Support teacher.

Inclusive Learning Faculty members are responsible for assisting students with special or specific educational needs, their families and teachers through the provision of information, advice and resources (human, educational and physical) within a given framework. These responsibilities may also include applications for funding, reports on grants and other relevant annual submissions and administrative procedures.

The Inclusive Learning Faculty also has the responsibility to actively work with teaching staff, students and the College community to promote a positive and supportive environment for all students and to provide accurate and up-to-date information on the rights, needs and educational provisions required for students who may require support under equity policies.

All members of the Inclusive Learning Faculty, as with other teaching and support staff employed at the College, have the ethical, professional and legal obligation to comply with the National Privacy Act, as endorsed by the College in the Privacy Policy. Staff have a further responsibility to be aware of, and to actively promote the use of sensitivity, confidentiality and discretion when providing further information regarding students, their learning needs and individual circumstances. This extends to the storage of reports and records and to the circulation and disclosure of personal information when deemed necessary and appropriate.

Framework for support

Our primary responsibilities are mainly located within five key areas. These areas have been identified as requiring further support and provisions under current Australian equity and diversity guidelines. They include:

1. Special Learning or Educational Needs (SLN)
2. English as an Additional Language or Dialect
3. Literacy and Numeracy Support and Programs
4. Aboriginal Student Support
5. Enrichment (Gifted and Talented) Program

Learning Support Teachers' Role and Responsibilities

1. To oversee and allocate resources for students who receive targeted individual funding through facilitating the IEP (Individual Education Program) or ILP (Individual Learning Plan) process, in collaboration with other members of the student's learning team.

The IEP is an ongoing process that consists of the following actions and procedures:

- Formal and informal meetings with staff, students, family members and other specialist support where appropriate and/or requested.
 - Positive appraisal and goal setting by the student's learning team.
 - Educational and learning program provisions, adjustments and support.
 - Appropriate and personally relevant assessment and reporting.
 - An annually revised and documented Individual Learning Plan.
2. To provide information and support to students, families and staff regarding the learning needs of other students who are not eligible for targeted individual funding. These students may include the following groups:
 - Students with learning difficulties.
 - Students who may require short-term support for specific medical reasons.
 - General non-specific learning disabilities (eg: Dyslexia)
 - Syndromes such as ADHD or ASD.
 3. To maintain and update related information, records and databases on an annual basis as required.
 4. To work collaboratively with Student Support Services and classroom teachers to assist with the accurate identification and assessment of the learning requirements of students who may present with specific, special or exceptional learning needs.

EAL/D Teachers' (English as an Additional Language or Dialect) Role and Responsibilities

1. To work with EAL/D students providing specific language support through EAL/D classes to students who are identified as being well below grade level.
2. To create and update IEPs for students receiving EAL/D funding annual.
3. To provide support to EAL/D students, families and staff through the provision of information, resources, advice and through in-class support where appropriate.
4. To maintain professional learning links and connections to external support structures in order to contribute to the ongoing development of an inclusive culture that celebrates diversity and tolerance within the College.
5. Transition of EAL/D students into St Patrick's College from primary schools – visits, data gathering, enrolments.

Indigenous Student Support Teacher: Role and Responsibilities

1. To maintain a register and records of Indigenous and/or Islander students that is monitored and updated on an annual basis.
2. To identify through the use of testing, assessment and teacher/parent identification of Indigenous and/or Islander students who require additional educational support.

3. To facilitate and coordinate tuition, mentoring and other educational supports for eligible students attending the College.
4. To report and record individual student achievement against NAPLAN results, National profiles and guidelines or through the use of an ILP (Independent Learning Plan).
5. To provide support to students, families and staff through the provision of information, resources, advice and through the use of relevant programs where appropriate.
6. To maintain professional links and connections to external support structures in order to participate in and contribute to the ongoing development of an inclusive culture that celebrates diversity and tolerance within the College.

Enrichment Teachers': Role and Responsibilities

1. To identify gifted students through appropriate testing administered by the College Psychologist, assessment and parent/teacher/student nomination.
2. To ensure staff are aware of the range of characteristics for gifted students, enabling more accurate identification.
3. To maintain a register and records for gifted students, ensuring staff have access to this information.
4. To provide advice and support to staff to ensure the educational and emotional needs of gifted students are being catered for.
5. To mentor students in the Enrichment Program – ensuring their educational needs are being catered for in the learning environment.
6. To monitor student progress to identify possible concerns that may need to be addressed.
7. To provide advice and guidance to teachers for modifying learning strategies, ensuring students are given opportunities to reach their potential.
8. To be actively involved in state and community based gifted organisations, ensuring that best practices for gifted students are followed.
9. To assist teaching staff with planning and implementing differentiated curriculum strategies.
10. To facilitate access to a range of educational and enrichment opportunities for gifted students.
11. To provide opportunities for students in the Enrichment Program to participate in competitions and extension activities.

Plagiarism & Academic Integrity Policy

Plagiarism:

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words or those of other students without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgement and citation, copying another student's work. In fact the intentional copying and submission of someone else's work as one's own is a serious offence tantamount to fraud and is a breach of the St Patrick's College Teaching and Learning Rules. The Tasmanian Qualifications Authority (TQA) and the University of Tasmania abide by similar guidelines.

Penalties will depend on the seriousness of the offence and the circumstances under which it was committed, but may range from a reprimand to cancellation of all results for the year.

When you have any doubts about including the work of other authors in your assignments, please consult with your teacher.

The following list outlines some of the activities for which a student can be accused of plagiarism: (Please note this is not a comprehensive list, there may be other activities that can be considered

plagiarism). Students are strongly warned to be particularly careful about information accessed on the Internet.

- Presenting any work by another individual as one's own unintentionally (by failure to adequately cite the work)
- Submitting assignments markedly similar to or copied from another student
- Presenting the work of another individual or group as their own work
- Submitting assignments without the adequate acknowledgment of sources used, including assignments taken totally or in part from the Internet

Students, when submitting work for assessment at St Patrick's College are required to sign a Declaration Form stating that the material submitted contains no unacknowledged material and it is the student's own work.

(Students when submitting their folio for external assessment to TQA, are required to sign a Declaration Form stating that the material submitted contains no unacknowledged material and it is the student's own work and that they have read the Authority's policy on plagiarism.)

Plagiarism Declaration Form

Subjects:

.....

.....

Name: **Tutor Group:**

Teachers:

.....

.....

Plagiarism

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgement and citation, copying another student's work. In fact the intentional copying and submission of someone else's work as one's own is a serious offence tantamount to fraud and is a breach of St Patrick's College rules.

Penalties will depend on the seriousness of the offence and the circumstances under which it was committed, but may range from a reprimand to cancellation of all results for the year.

When you have any doubts about including the work of other authors in your assignments, please consult with your teacher.

The following list outlines some of the activities for which a student can be accused of plagiarism: (Please note this is not a comprehensive list, there may be other activities that can be considered plagiarism).

- Presenting any work by another individual as one's own unintentionally (by failure to adequately cite the work)
- Submitting assignments markedly similar to or copied from another student
- Presenting the work of another individual or group as their own work
- Submitting assignments without the adequate acknowledgment of sources used, including assignments taken totally or in part from the **Internet**

I declare that I have read the above statement on plagiarism and confirm that the work completed by me during the school year is my own work, and contains no unacknowledged material.

Signed: Dated:

ACADEMIC INTEGRITY PROCEDURES TQA

Purpose: The purpose of this procedure is to set out requirements that will ensure the authenticity and academic integrity of work submitted by students for assessment.

Scope:

This procedure relates to the *TQA Standard* for the School's responsibilities for the authenticity and academic integrity of folio or other project work submitted for assessment for TQA Level 3 courses.

Background:

This procedure relates to the Tasmanian Qualifications Authority (TQA) Standard 2012: TQA Academic Integrity Standard

This Standard is set out under Section 33 of the TQA Act which gives the Authority the power to set or adopt standards for the provision of assessment of accredited senior secondary courses and to require that course providers comply with these standards. For the Authority's decision on this standard, see Item 2.1 of the December 2010 meeting at <http://www.tqa.tas.gov.au/4375>

This St Patrick's College standard operating procedure must be available for scrutiny by the TQA upon request.

Definitions:

Assessment is judging evidence of a student's attainment of knowledge and skills against standards.

Internal assessment is assessment of student achievement by St Patrick's College.

External assessment is assessment of student achievement by the TQA.

Authenticity means that the work purported to be that of a student is actually the work of that student and no other person. Any material assistance or other substantial contribution from another person must be identified. This requires teachers to:

- help students to do their personal best while ensuring that this help means that the work reflects the student's rather than the teacher's knowledge and skills in the area
- develop sufficient knowledge of each of their student's work, knowledge and skills that they have a sound basis for assurances that a folio or other project work satisfies the requirements for authenticity.

Academic integrity - see the definitions, descriptions and guidelines in the TQA's Academic Integrity: A Guide (including authenticity, plagiarism & referencing)

Student declaration is a document signed by the student, countersigned by a teacher on behalf of the School or its provider and attached to a folio or other project work submitted to the TQA for external assessment. The work is not accepted for assessment without this declaration. In signing the declaration, the student is promising that the work, except where explicitly acknowledged, is the student's own work. In signing the declaration, the teacher on behalf of the School or its provider is promising that:

- the work was submitted by the required date,
- that the provider's documented processes for authenticity and academic integrity have been followed, and that
- there are good grounds for the Authority to have confidence in the authenticity and academic integrity of the work.

Processes and Practices:

The School documents effective practices that provide the Tasmanian Qualifications Authority (TQA) with sufficient evidence for them to have confidence in the authenticity and academic integrity of folios or other project work used in the assessment of student achievement for awards in TQA Level 3 courses. The Principal ensures that there is an effective and documented procedure that is being implemented and reviewed. Processes will vary each year where they take account of factors such as the number of assessors for each course, the assessment practices in place, or the nature of courses.

These procedures are supported by a School-wide protocol concerning academic integrity. The procedures will include:

| TQA's essential processes in the procedure | St Patrick's College response to TQA policy requirements |
|--|--|
| How and when students will learn about the requirements for authenticity and academic integrity and submission by due dates? | <p>Students will receive by email a link to the TQA Standard.</p> <p>Submission due dates will be available through the College Content Management System Schoolbox when this information becomes available from TQA.</p> <p>The Senior School Curriculum Coordinator will work through the standard with Senior Students early in the school year.</p> |
| What is the procedure for students to submit work on time and to have this submission formally acknowledged? | <p>Students will be informed of the process and manner in which to submit the work when the folio process begins.</p> <p>Teachers will formally acknowledge the receipt of work.</p> |
| How will teachers develop sufficient knowledge of each of their student's work, knowledge and skills that they have a sound basis for assurances that a folio or other project work satisfies the requirements for authenticity? | <p>Where possible, students will complete work for the folios in class under close supervision.</p> <p>Teachers will monitor work closely during the during the developmental process.</p> |
| What additional assessment techniques (such as oral assessment or comparisons with work done under supervised test conditions) will be used in situations where there is a question about authenticity? | <p>As required teachers will hold informal interviews discussing aspects of the work submitted in the folio in order to authenticate the work submitted.</p> |
| How will the provider handle the situation when a teacher who was responsible for a student's work is no longer available? | <p>The Heads of Faculty, in cooperation with the Deputy Principal (Teaching and Learning), will manage this process through the relevant use of Faculty records.</p> |

A student can request a review of a decision not to endorse the student declaration. These review processes include:

| TQA essential processes in the procedure | St Patrick's College response to TQA requirements |
|--|---|
| How are students made aware of their right to seek a review? | At the beginning of the process, students will be informed of their right to seek a review. |
| What is the process for a student to seek a review? | Students must inform the Senior School Curriculum Coordinator in writing the nature of their review. |
| How will an independent assessment be made of the authenticity and academic integrity of the student's work? | The Senior School Curriculum Coordinator, in close cooperation with the relevant Head of Faculty, will appoint an independent person to carry out a timely investigation of the relevant review. |
| Who makes the final decision and how is this communicated to the student? | The Senior School Curriculum Coordinator in consultation with the Deputy Principal Learning and Teaching will make the final decision in accordance with the advice and recommendations received from the independent person. |
| Can the student appeal this decision? | Final appeals can be heard by the Principal. |
| How long will the process be likely to take? | This process will not exceed two weeks. |
| What records of the process are maintained and for how long? | Any records pertaining to a student review will be kept for the standard operating procedure for retention of records - seven years. |
| What final recourse is there for the student? | In the event of an adverse finding by the Principal, the student may refer his case to the TQA for consideration. |

St Patrick's College will retain records of processes and outcomes sufficient to show what practices have been undertaken, and sufficient to demonstrate the effectiveness of the procedures, in order to confirm confidence in the authenticity and academic integrity of student work. The relevant Heads of Faculty will complete records that show not only that actions have taken place and decisions made, but also the evidence on which these actions and decisions were made. The School will retain these records for seven years in accordance with requirements set by or under legislation such as the State Archives Act and Australian Archives Association's *Records Retention Schedule for Non-government Schools*.

These records will include:

- the documented procedure
- records of relevant meetings
- records of student requests for reviews and the actions of those reviews
- improvements made to practices.

The Heads of Faculties will be accountable for ensuring that the process is effective. The following measures will be adopted by the Faculties' staff concerned, so that academic integrity is upheld at the School.

Senior School Curriculum Coordinator will:

- Ensure that all students understand plagiarism and its consequences.

- Make students aware of due dates, keep an up-to-date diary of all their assessments, activities and commitments, and allocate their time effectively

Heads of Faculty will:

- Reinforce key messages about plagiarism and ways to counteract it in curriculum meetings at the beginning of each year.

Teachers will:

- Help students with learning how to document and record legitimate assistance. This includes correct referencing, correct citation of sources and assistance with projects and practical works in accordance with TQA requirements.
- Provide appropriate feedback for School assessment work during the development of projects and practical works, so that they can confidently help students without inadvertently contributing to plagiarism.
- Encourage students to start tasks early so that they can seek clarification if needed, break tasks into a series of smaller steps and set deadlines for the completion of each step.
- Encourage students to save all drafts and support materials, note sources as they are used so the bibliography does not become a major task at the end, and emphasise that they need to frequently save and back up all computer work. Technology failure is generally not an acceptable excuse for submitting work late.
- Allocate class time to plan the initial draft of the task as well as complete, wherever practical, relevant sections of the folio in class time.
- Consider multiple submission dates to monitor a student's progress.
- Use, where considered appropriate, a teacher checklist to monitor progress.
The Library at St Patrick's College has staff dedicated and formally trained in the principles of academic integrity. The Library staff are available at all times to help both teachers and students with all academic integrity concerns.

Policy Information

Tasmanian Qualification Authority, 2011 TQA Academic Integrity Standard Hobart: TQA

Tasmanian Qualification Authority, 2011 Academic Integrity: A Guide (including authenticity, plagiarism & referencing, April Hobart: TQA

Related External Documents

For the TQA's decision on this standard, see Item 2.1 of the December 2010 meeting [Circular] <http://www.tqa.tas.gov.au/4375>

Tasmanian Qualification Authority. *Rules and Procedures* booklet.

http://www.tqa.tas.gov.au/4DCGI/_WWW_doc/006289/RND01/Plagiarism_Dec_Form.doc



ACADEMIC INTEGRITY DECLARATION

Subject: _____ Teacher: _____

Student Name: _____ Tutor: _____

STUDENT DECLARATION:

I declare that I have read the above statement on plagiarism and confirm that the work attached is my own work, and contains no unacknowledged material.

Signed: _____ Date: _____

TEACHER DECLARATION:

I confirm that, to the best of my knowledge, the contents of this assignment are the above named student's own work and I have sighted the work during its progress and was submitted by the due date and time.

Signed: _____ Date: _____

Plagiarism

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work. In fact the intentional copying and submission of someone else's work as one's own is a serious offence tantamount to fraud and is a breach of the Board's Examination Rules.

Penalties will depend on the seriousness of the offence and the circumstances under which it was committed, but may range from a reprimand to cancellation of all results for the year or disqualification from receiving a TCE.

When you have any doubts about including the work of other authors in your assignments, please consult with your teacher.

The following list outlines some of the activities for which a student can be accused of plagiarism: (Please note this is not a comprehensive list, there may be other activities that can be considered plagiarism).

- Presenting any work by another individual as one's own unintentionally (by failure to adequately cite the work)
- Submitting assignments markedly similar to or copied from another student.
- Presenting the work of another individual or group as their own work.
- Submitting assignments without the adequate acknowledgement of sources used, including assignments taken totally or in part from the internet.

Referencing

Students need to back up their ideas, or those they quote, by direct or indirect referral to and citation of the scholarly literature, works of art and inventions that they have used. Failure to do so constitutes plagiarism, a matter considered by St Patrick's College as a serious offence. Therefore, it is important that students understand how to correctly refer to the work of others, in order to avoid plagiarism.

This is completed by following a method of citation (ie referencing) that is the preferred method for the discipline being studied. (Some commonly used examples of referencing methods are Harvard, Author date or foot/end noting).

It is the responsibility of teachers to provide clear, unambiguous and educationally appropriate information about preferred citation methods to students. It is also the responsibility of students to accurately cite the work of others in their own assignments.

The basic requirements for referencing are:

- when directly quoting from another author's work, the relevant passages must be indicated by the use of quotation marks, or another acceptable method eg indentation of the quoted passage
- the exact source and page numbers of the material directly quoted must be indicated by citation in the assignment text or by footnote (depending on the referencing method used)
- complete bibliographic details must be provided in an alphabetical reference list attached to the back of the assignment.

An example using the author date system is offered below:

In a book titled *The Prime Ministers of Australia* (1990) Graham Fricke writes the following about Alfred Deakin

“He was, as his biographer has put it, the first, and probably the last prime minister of Australia to receive while in office a summons for riding a bicycle on the footpath” (La Nauze, 1965, p. 146).”

Concerns about referencing and plagiarism can, and should be directed in the first instance to subject teachers.

Acknowledgement:

The above information was kindly supplied by the University of Tasmania and TQA and adapted for St Patrick's College's purpose.

Video / DVD/ Film/VSW (Video Sharing Websites)

The purpose of this policy is to provide guidelines for appropriate use of Videos /DVDs /Films / VSW (Video Sharing Websites), Feature and Documentary, at St Patrick's College.

Educational Videos /DVDs /Films /VSW (Video Sharing Websites) are a valuable teaching resource and their appropriate use in promoting learning is encouraged. They are often excellent sources of information, or portray places, people, events and emotions that otherwise would be difficult to capture in the classroom setting. Videos /DVDs /Films /VSW (Video Sharing Websites) provide a window into a wider world; they challenge students to a greater understanding of issues and demand well-considered responses. They are an integral part of an active learning program.

Effective educational practice in the use of videos should include the following:

Documentation: (Pro-forma in Staffroom Folder)

- Videos /DVDs /Films /VSW (Video Sharing Websites) used in a particular area of study should be recorded in the curriculum documentation for the relevant subject, learning area and Faculty.
- A Video /DVD /Film /VSW (Video Sharing Websites) being used for the first time, or not included in the curriculum documentation, should be reported to the Head of Faculty, with a written précis, prior to being shown.
- Duplication of Videos /DVDs /Films /VSW (Video Sharing Websites) should be avoided across subjects, learning areas and Faculties – students generally should not have to see the same Video /DVD /Film /VSW (Video Sharing Websites) twice. The Library should not be asked to issue Videos /DVDs /Films /VSW (Video Sharing Websites) for subjects not so documented.

Relevance:

- All Videos /DVDs /Films /VSW (Video Sharing Websites) should be relevant to the curriculum being taught at the time.
- Staff should have clear desired and demonstrated learning outcomes for each Video /DVD /Film /VSW (Video Sharing Websites) that is shown.
- Videos /DVDs /Films /VSW (Video Sharing Websites) should comprise part of an active learning program for students.
- Adequate student preparation prior to viewing is desirable, with follow-up in the form of discussion, questioning, or written exercises.
- In some subjects, short excerpts or clips, isolated from the film theme, may be used to illustrate teaching points.
- Videos/ DVDs/ Films/ VSW (Video Sharing Websites) should not be shown in PC time except in special circumstances as part of a special program e.g. bullying. Videos/ DVDs/ Films/ VSW (Video Sharing Websites) used as part of the teaching program should **not** be shown in PC time but can be shown in House Assembly for good reasons.

Suitability:

- Videos /DVDs /Films /VSW (Video Sharing Websites) should support the ethos of St Patrick's College.
- Videos /DVDs /Films /VSW (Video Sharing Websites) should be appropriate to the age level at which they are being shown

There are no legal restrictions on the screening of G, PG or M Videos /DVDs /Films /VSW (Video Sharing Websites). They can legally be screened to children of any age. However, some parents may object to their children being shown PG or M Videos /DVDs /Films /VSW (Video Sharing Websites). In the case of PG films, parental guidance is recommended for children under 15, and in the case of M

Videos /DVDs /Films /VSW (Video Sharing Websites), these are suited to mature audiences and not recommended for anyone under 15. “The school may therefore wish to notify parents in advance so that a parent who does not wish his or her child to see the film can make other arrangements.” S.A. Classification

A summary of the ratings is:

- G For general exhibition
- PG Parental guidance recommended for persons under the age of fifteen years. **PG Films do not require parental permission for students over 15 years of age.**
- M Recommended for mature audiences fifteen years and over. **St Patrick’s College teaching staff will notify parents of Year 10 –12 students in advance so that a parent can make other arrangements. M Films require permission until the end of Year 9/10.**
- MA Legally restricted to persons over 15 years unless accompanied by a parent or adult guardian
15+ **(mere permission is not enough).**
- No teacher is to show such Videos /DVDs /Films /VSW (Video Sharing Websites) of MA classification to students in Years 7-9.
- MA Films may be shown with permission in Years 10, 11 or 12 as long as the film is prescribed in the syllabus. Permission from parents and Head of Faculty is essential (e.g. on the English syllabus for Years 11/12 and beyond, many films would be classified MA15+ such as The Shawshank Redemption, The Trumar Show, some Shakespeare (Macbeth/King Lear, Luhrmans’, Romeo & Juliet).
- R Restricted to adults eighteen years and over **(parental permission makes no difference). Definitely not permitted to be shown**
- X Restricted to adults eighteen years and over. **Definitely not permitted to be shown.**
18+

- If it is deemed necessary to move outside the boundaries of the G, PG or M classifications a letter must go home to parents.
- Videos /DVDs /Films /VSW (Video Sharing Websites) must always be **previewed** by staff before being shown to students
- Videos /DVDs /Films /VSW (Video Sharing Websites) should not ever be used for purely recreational purposes during class time.

Hiring of Videos /DVDs /Films /VSW (Video Sharing Websites) from Retailers:

In accordance with the Australian Copyright Council

- Videos /DVDs /Films /VSW (Video Sharing Websites) may not be hired to ‘entertain’ groups of students as this is not considered ‘giving instruction’.
- Use of Videos /DVDs /Films /VSW (Video Sharing Websites) as a fundraiser, or for use with parents and the general public constitutes an infringement of the Act.

Videos /DVDs /Films /VSW (Video Sharing Websites) Viewing Policy

St Patrick’s College has a Videos /DVDs /Films /VSW (Video Sharing Websites) (Feature & Documentary) Policy which provides guidelines for the appropriate use of these within the Teaching and Learning program. Teaching staff are aware of the required documentation and relevance of Videos /DVDs /Films /VSW (Video Sharing Websites) that can be shown to students.

R and X18+ classification Videos /DVDs /Films /VSW (Video Sharing Websites) will never be shown by teachers or viewed by students at St Patrick's College. In some subjects, short excerpts or clips, isolated from the film theme, may be used to illustrate teaching points.

G films can be freely viewed.

PG films require parental guidance for persons under 15 years of age (Permission slip for students in Years 7-9 who are under 15).

M films are recommended for mature audiences 15 years and over (Letter to Year 9 students under 15 years of age).

MA15+ films are restricted to persons over 15 and will not be shown unless prescribed by the syllabus (in the event of any Year 10 student being under 15 years of age, proforma to be sent home).

Therefore, M films will never be shown to students under 15 years of age. For students over 15 years of age, teachers will seek parental permission in advance to view an MA film (prescribed in the syllabus) so that a parent / guardian may make other arrangements.

**Permission Slip for student in Middle School (Years 7 & 8)
and Croagh Patrick (Year 9) to view PG Film**

I parent/guardian of
....., a student under 15 years of age, give
permission for appropriate PG films to be shown as part of the course content of particular
subjects within the St Patrick's College curriculum.

Signed: Parent/Guardian

Date:

*Teachers of English & History will complete this form at the
first lesson of each academic year.*

Permission Slip for student in Croagh Patrick (Year 9) and Senior School (Year 10) to view M rated Videos /DVDs /Films /VSW (Video Sharing Websites) for Education purposes.

I (Teacher) wish to show:

Film/Video/DVD: (M rated)

In (Subject)

on

for the following purpose

Signature of Teacher:

I, **parent/guardian of**

....., a student under 15 years of age, give permission / do not give permission for my son/daughter to view M rated film (or clips there from) as part of the course content of particular subjects within the St Patrick's College curriculum.

If you do not agree other arrangements can be made for your son/daughter.

Signed: Parent/Guardian

Date:

**Permission Slip for student in Senior School
(Years 11 and 12) to view
MA rated Videos /DVDs /Films /VSW (Video Sharing Websites) for
Education purposes.**

I (Teacher) wish to show:

Film/Video/DVD: (M rated)

In (Subject)

on

for the following purpose

Signature of Teacher:

I, **parent/guardian of**

....., a student in Yr 11/12, give permission / do not give permission for my son/daughter to view MA rated film (or clips there from) as part of the course content of particular subjects within the St Patrick's College curriculum.

If you do not agree other arrangements can be made for your son/daughter.

Signed: Parent/Guardian

Date:

Homework Policy

St Patrick's College offers a holistic education to all of our students, encouraging all to develop to their fullest potential. Homework forms a vital part of the learning program by allowing students to follow up their learning by independently completing work which tests or confirms understanding. Students then realise that the learning has been internalised, i.e. has become their own understanding. We encourage family life which is supportive of this all-round development of student who need to become life-long learners to survive well in the 21st Century.

Many types of homework are available:

- Completing schoolwork, ready for the next step in learning on the following day
- Catching up work missed if the student had been late, absent, etc
- Completing research assignments over a period of time and learning to successfully organize and structure this
- Review and revise learning so that an overview has been internalised and understood progressively in a subject
- Reviewing and summarizing to extract the main ideas
- Completing reading of novels, periodicals, textbooks and additional references
- Previewing upcoming learning in order to be prepared and more able to recognize new ideas and master new skills

Students are always encouraged to seek clarification from teachers when set tasks seem uncertain or difficult. Students should also communicate any problems re completion dates, seeking a negotiated mutually acceptable solution.

Recommended Homework Times:

Students should expect to complete homework Monday through Thursday evenings each week.

- Year 7 & 8 - Around one hour per evening
- Year 9 - A minimum of one hour per night
- Year 10 - Around two hours per night
- Years 11 & 12 - two hours plus per night plus some weekend time and well organized use of study periods as appropriate to individual learning program. A student with 3 or 4 Pre-Tertiary subjects would need more time.

Private Tutoring at St Patrick's College

Protocols and Checklist

These protocols have been developed for situations where students make private arrangements for tutoring and where such tutoring is conducted at St Patrick's College by persons not employed by the College. The Deputy Principal (Learning and Teaching) is the College overseer of any such private tutoring arrangement.

The following protocols apply.

- Good Character check including one of the following.
 - Teacher's Registration Board Certificate
 - Police Clearance
 - Education Department Good Character Clearance.
 - CEO Volunteer Clearance

- Disclaimer regarding the quality of tutoring and expected outcomes.

- Preferred Rooms for Tutoring: Meeting Room 1 & 2.
(No use of library other than downstairs study).
- Evacuation procedures explained.
- Code of Conduct explained and distributed.
- Sign in procedures explained.

TCE Examination Marking – St Patrick's College Procedure

The College recognises that the marking of T.C.E examination papers is a very valuable experience for teachers of Pre-Tertiary Level 3 Subjects. The College encourages all teachers of Pre-Tertiary Level 3 Subjects to engage in this activity from time to time.

Some principles which govern payment are as follows:

1. Markers should be paid for all after normal hours' work, accommodation and travel expenses.
2. A reasonable fee should be paid for work during school hours since the programme is fairly intensive.
3. The experience should effectively be at no cost to the College.

Consequently the costs of any relief teachers should be covered by the TQA (Tasmanian Qualifications Authority). The proposed method receiving this is that the money required for relief teachers is divided between the number of markers and this sum is deducted from marker's pay on an equal basis. The reason for the equal basis is that, at this time of the year with reduced numbers of classes, staff should be more available to assist those whose classes are continuing. It would be unfair to burden teachers at school with more than the normal allocation of reliefs except for those whose classes are reduced.

Teachers marking should fill in the TQA claim form when they meet with other markers on Day 1. This is for relief on that day. Receipt of this relief payment should cover St Patrick's College's needs for the week as long as teachers exercise discretion in time spent away from St Patrick's College. Communication of anticipated absences for marking in advance to the TQA Coordinator and Deputy Principal are expected. Greenies should be set for all classes which will need to be covered.

In order for teaching staff to be considered for TQA marking teams staff must:

1. Complete the TQA expression of interest form on-line at www.tqa.tas.gov.au website and supply a copy to the TQA Coordinator Senior School.
2. Discuss expression of interest with relevant Head of Faculty.
3. Final approval from Deputy Principal (Learning & Teaching).

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| Approved by: | Principal/Board |
| Issuing Group: | Leadership Team |
| Implementation Date: | 2013 |
| Supersedes Policy Dated: | 1996 |
| Revision Date: | January 2016 |
| Contact Officer: | Deputy Principal (Learning & Teaching) |