



# Child Centred Learning

## 4.3 Policy

### Rationale

Child Centred Learning (CCL), also known as learner-centred education, aims to develop learner independence, by positively using the students' skills and interests to promote the creation of new skills. Child Centered teaching focuses on skills and practices that enable lifelong learning and independent problem-solving. CCL theory and practice are based on the theory that highlights the learner's critical role in constructing meaning from new information and prior experience.

This is in contrast to traditional education, also dubbed "teacher-centered learning", which places the teacher as the primarily "active" role while students take a more "passive", receptive role. In a teacher-centered classroom, teachers choose what the students will learn, how the students will learn, and how the students will be assessed on their learning. In contrast, student-centered learning requires students to be active participants in their own learning and with their own pace of learning.

The CCL approach at Coburg Special Developmental School is a team approach that focuses on the development of skills and practices enabling lifelong learning, independence, communication and problem solving. This approach incorporates an inquiry and knowledge building cycle to ensure every student has a voice informing *'what'* and *'how'* they are learning, as well as ensuring every student is engaged in meaningful learning experiences.

### Aims

- To use the Victorian Curriculum and the students' interests to create an Individual Educational Plan.
- To extend each student's interests, abilities, and learning styles, placing the teacher as a facilitator of learning for individuals.
- To recognise the abilities that are naturally within in all of our students, putting responsibility for supporting the learning path in the hands of teachers.
- To provide a 'team around the learner' framework that enables more efficient, child-focused teamwork, in order for all students to achieve their potential.
- To provide a support system for all members of the team to collaboratively engage with and support the students' best interests.

### Implementation

- Teachers, Education Support and Student Support Services (Occupational Therapy and Speech Pathology) form the Child Centred Learning (CCL) team. They work together as a trans-disciplinary team, integrating a range of expertise and experience from different professional disciplines.

- The CCL team Teachers, Student Support Services and Education Support staff work collaboratively with the students and their parents, to develop Individual Education Program (IEP) goals for each student, that are meaningful and relevant for that student.
- The CCL team uses a Response to Intervention framework to guide the collaborative focus and to ensure the needs of the students and team are being met.
- The CCL team engages in a weekly meeting to reflect on:
  - What students' learning needs and interests are
  - What knowledge and skills the team requires to meet these learning needs and to ensure students are engaged in activities that are meaningful and relevant to them
  - What new learning experiences can the team provide that will continue to empower individual independence and autonomy
  - What has been the impact of these changed actions
- All staff members collaboratively engage with and contribute to discussion within the weekly meeting time.
- The meeting structure supports continuous dynamic reporting and assessment, not only of student learning outcomes and engagement within their learning, but also of teaching strategies
- Each classroom has a CCL session, where strategies and supports planned within the CCL meeting are implemented by the classroom team.
- Each classroom also has a weekly/ fortnightly flexible time allocated where the student support services are able to support specific needs identified by the CCL team as priorities to support student learning outcomes. This may include but is not limited to, the completion of assessment, report writing, and the development of individualized communication systems.
- Teachers use the Victorian Curriculum and the students' interests to develop and implement an Individual Educational Plan for each student.

### **Staff Expectations**

As a student at Coburg Special Developmental School I have an expectation that staff will:

- ***Develop a positive relationship with me:***
  - Know what activities motivate me.
  - Tell me what I can do, instead of what I am doing wrong.
  - Talk to me in a respectful and calm manner.
  - Give me time to process your verbal and visual instructions.
  - Plan activities and tasks to accommodate my needs.
  - Set clear expectations so that I know how to work and play with others.
  - Involve me in the conversations you have about me.
- ***Provide me with an educational program that:***
  - Is engaging and ensures my learning activities are at my developmental level.
  - Has a defined start and finish to activities.
  - Has clear expectations for me to follow.
  - Meets my individual needs (cognitive, physical, sensory and communicative) and increases my skills.

- Allows me to practise and use my skills in a functional way.
- Ensures my communication system is always accessible to me and that I use it regularly throughout the day and you extend my ability.
- Builds my independence to allow me to manage myself as an individual, and, in relation to others.

**Evaluation:**

This policy will be reviewed every 2 years.

*This policy was reviewed in July 2022*

*It is scheduled for review in July 2024*