Our Pedagogical Vision

We acknowledge the people of the Wurundjeri tribe as the traditional owners and custodians of the land that we live and learn on.

College Mission Statement

At Melton Secondary College we build academic excellence through a challenging and supportive curriculum that results in respect for self, education and the environment.

Vision

As educators, we support the right and the capacity of all students to learn at a high level within a community of learning that fosters the growth and development of the whole person.

Our aim is to prepare young people to flourish as people, citizens and employees in the twenty-first century. Young people need to leave our college with the skills and knowledge to navigate a future that will be quite different to the present. In order to do this, our curriculum and pedagogy will support their growth as creative and critical thinkers, able to use emotional and relational capabilities to work collaboratively with people from diverse backgrounds, able to use information technologies to communicate and manipulate information and who have an ethical framework that supports them in making positive decisions. We acknowledge that these intellectual, social and emotional capabilities are critical to academic success and work to integrate the teaching of them through the educational programs and approaches in our college.

We employ a strengths-based approach to student learning and in the development of authentic relationships with and between students based on care, respect and responsibility. We develop programs that build a sense of belonging, school pride and optimism, civic purpose and goals. We create positive classroom environments where students have the confidence to take risks and make errors and where feedback strengthens resilience and supports development and growth. Using a Positive Education model, we teach students how to develop character strengths and virtues that will underpin and lead to positive wellbeing and academic success.

We employ the Melton Secondary College Teaching and Learning Framework to align our processes for pedagogic design, implementation and evaluation with our School Strategic Plan. Our first priority is to know each student’s zone of proximal development, then design, implement and evaluate learning tasks that ensure students achieve growth to the next level of development. We understand that language is the basis for learning, so we explicitly develop our students’ oral and written language skills so they can gain knowledge and express complex ideas fluently. We share the purpose of each learning task with our students so as we work alongside them, they can set their own goals, track their own progress and know the next steps to progress their learning, gradually becoming independent learners.

As teachers, support staff and school leaders, we are committed to implementing this vision together. We will achieve this by developing a professional learning community where the central focus of our work is the developmental needs of our students and on the creation of a learning culture in every classroom. This is further strengthened by supportive leadership where empathy, clarity, engagement and learning form the basis for a positive organizational climate. To achieve this goal, we remain committed to the continual development of our own professional knowledge and skills and the efficacy of our practice. This will happen most effectively when we work together collaboratively and with a growth mindset, to give and receive feedback and to evaluate the impact of our practice and programs.