



LEARNING AND TEACHING POLICY

Rationale

Teaching and learning in the contemporary world involves rethinking the very nature of education today. The development of skills for lifelong learning is essential to enable the learner to participate effectively in this fast-paced, changing world.

Our rationale is based on *Horizons of Hope* - An Education Framework for the Archdiocese of Melbourne- Vision and Context.

All members of a Catholic school community are learners who:

- Honour the sacred dignity of each person
- Search for truth
- Embrace difference and diversity
- Engage with the deep questions of life
- Honour equitable access and opportunity for all
- Commit to achieving the highest standards possible
- Make a difference in the world

<http://cevn.cecv.catholic.edu.au/css/horizonsofhope/vision-and-context.aspx>

21st Century pedagogies are co-constructed, inquiry based, collaborative and engage students in critical and creative thinking. Our mantra for learning at St Columba's is based on a number of Educational leaders such as George Couros <https://georgecouros.ca/blog/>, Kath Murdoch <http://www.kathmurdoch.com.au/> but not limited to.

The school implements the approved curriculum frameworks for Victorian Catholic schools: Victorian Curriculum F–10, including Stage/Levels A to D, the relevant diocesan Religious Education curriculum and the EAL (English as an Additional Language) Developmental Continuum P–10.

All learners will be supported to develop the skills and capacities to collaborate on their own learning with their teachers and peers, to inquire and investigate, question, solve problems and design innovative solutions. They will have the freedom to explore ideas within the supportive structure of knowing their learning path – what they know and can do now – and setting goals to progress. Learners will be encouraged to take risks in their learning experiences.

This policy acknowledges the impact of wellbeing on the successful progress of students. Students are provided with voice and choice and have access to teachers and education support staff, and a variety of different spaces, that best meet their needs.

Teachers will have up-to-date pedagogical content knowledge (knowing the content and how to teach it to that cohort of students), continuously working with evidence from student learning to plan next steps and collaborating with their team. Teachers will use a balance of inquiry learning and personal exploration on the one hand and systematic teaching and guidance on the other. Taking individual differences into account is essential. Teachers will elevate student voice to enable students to be active contributors in the life of the school.

The school ensures that creative and stimulating learning environments are set up with access to technology and other learning tools and resources. The school will provide opportunities throughout the year levels STEM (Science, Technology, Engineering and Mathematics) focus learning experiences supported through the Victorian Curriculum.

Aims

Students

In order that students have the very best opportunity to make one year's progress for one year's effort they will:

- Actively co-design learning experiences and set goals with teachers.
- Collaborate with teachers and peers to support their learning needs.
- Participate in effective communication/dialogue with teachers and parents to ensure progress.
- Make use of technology to complement learning goals.
- Commit to best efforts to working towards their goals.
- Work responsibly.
- Use learning spaces to enhance their learning needs.
- Know their learning intentions.
- Co-construct success criteria so they know what success looks like.
- Show initiative and take responsibility to become active citizens in a global community.

Teachers:

- Actively engage student voice to co-design learning experiences and set goals.
- Use teaching strategies that show students how to transfer skills to new situations.
- Provide opportunities for incursions/excursions and experts
- Increase students' awareness of where they are and how they can improve – no secrets (Visible Learning – Hattie)
- Continue to learn and implement relevant ICT tools and resources to create rich learning experiences
- Use the teaching methodologies expected by the school and continue to develop strategies through collaboration across level teams and school teams.
- Evaluate learning experiences and programs regularly.
- Work collaboratively to continue to improve learning opportunities for all students.
- Demonstrate the school's learning and teaching vision of collaborating, communicating and challenging by engaging in co-teaching practices within levels to continue to improve outcomes for students.

Actively seek professional learning/reading that ignites stimulating learning experiences

Implementation

- Plan collaboratively with teams to ensure high expectations and standards are met and challenged in a safe environment.
- Team teach within and across the levels.
- Document learning experiences, student goals, learning intentions and assessment on Google Docs or Pages and shared with the leadership team.
- Engage experts/consultants to work with staff on continuing to improve the learning environment.
- Use the learning spaces in flexible and engaging ways to enable a broader range of learning experiences to happen.
- Ensure Computers and other digital resources are set up and accessible for all learners at all times.
- Other resources required for a broad range of learning activities are to be accessible to learners and teachers at all times.

Evaluation

This policy will be reviewed as part of the schools cyclical review process.

Policy ratified by School Educational Board: 01/01/13

Next review date: 2019

Person responsible: Principal and Innovation and Learning Leader